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The impact of collective bargaining on part-time higher education faculty.

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THE IMPACT OF COLLECTIVE BARGAINING ON
PART-TIME HIGHER EDUCATION FACULTY

A Dissertation Presented

by

PAUL KARL WILLENBROCK

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1991

School of Education

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PART-TIME HIGHER EDUCATION FACULTY

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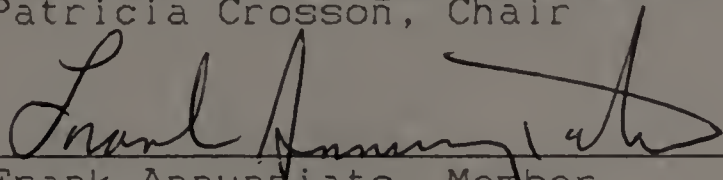
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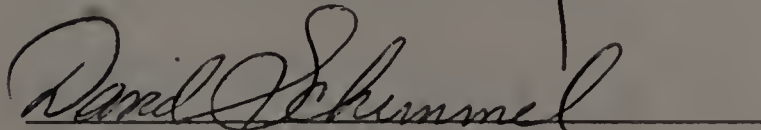
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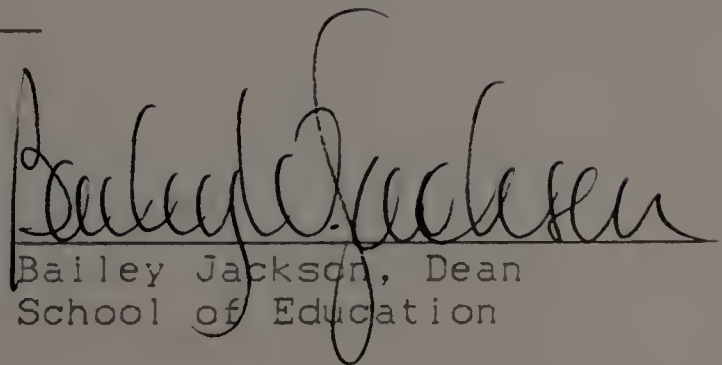
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P.K.W.

ABSTRACT

THE IMPACT OF COLLECTIVE BARGAINING ON PART-TIME HIGHER EDUCATION FACULTY

SEPTEMBER 1991

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The purpose of this study is to increase what is known about higher education collective bargaining provisions that impact on part-time faculty. In addition, the study explores whether these contract provisions result in flexible personnel policies and procedures which are responsive to the differences among part-time higher education faculty. The study involves a content analysis of 1988 higher education collective bargaining agreements, using a modified Ikenberry coding instrument. The analysis was conducted in two phases. First, all 1988 higher education collective bargaining agreements (453) were reviewed to determine the total number of agreements that include part-time faculty in the recognition statement. In the second phase 190 of the 205 agreements including part-time faculty were content analyzed for information on employment conditions, personnel policies, access to facilities, compensation, and fringe benefits.

Data collected from 1988 higher education contracts was compared to data collected by Ikenberry on 1977 higher

education contracts. Also, data on 1988 contracts with part-time only units was compared to 1988 contracts with part-time/full-time units. Changes in 1988 contracts, when compared to 1977 contracts, were toward providing part-time faculty with temporary employment only and developing provisions which result in policies and procedures which are different for part-time faculty than they are for full-time faculty. Generally, 1988 contracts with part-time/full-time units were found to be more suitable for the person who depends on his part-time position for the necessities of life and can commit to not only teaching but also other faculty duties. 1988 contracts with part-time only units appear to be more suitable to the person who has a full-time commitment elsewhere and therefore does not need fringe benefits and is unable to contribute to the college beyond teaching and holding office hours. The analysis also showed that although there is no one contract that uses the different characteristics of part-time faculty as an overall guiding principle for developing provisions, there are many contracts across the country which have provisions which are different for those part-time faculty who wish to invest themselves thoroughly in their college work rather than teach as an avocation.

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CHAPTER 1

STATEMENT OF PROBLEM

Part-time faculty in higher education have historically been given relatively small economic rewards and few benefits by college administrators (Gappa, 1984). In addition, limited status has been afforded them by full-time faculty (Gappa, 1984). For example, at many institutions all part-time faculty are hired on a semester basis with no expectations of employment after the semester is over. They usually receive a low, flat rate salary, with no office or fringe benefits of any kind (Reece, 1984).

Yet, part-time faculty contribute in important ways to institutions of higher education. They bring special expertise, flexibility in implementing new degree programs, and willingness to teach at times and locations that are undesirable to full-time faculty (Hammons, 1981; Munsey, 1986). Munsey (1986) states that using part-time faculty allows the college to provide highly specialized expertise for limited expenditure. He notes:

Dentists, lawyers, computer experts, ministers, and other professionals from the community teach courses in their areas of specialization; in so doing, they are able not only to impart their skills to others but also to obtain some of the unseen fringe benefits of teaching--providing service to the community, reviewing the basics of their own profession, and increasing proficiency in articulating their professional expertise. (p.10)

There is no conclusive evidence that part-time faculty are less effective contributors in the classroom than full-time faculty (Vaughn, 1986).

Even though part-time faculty continue to be used extensively in higher education and make valuable contributions, we know very little about institutional policies and procedures that affect them. There has been little extensive research on this population.

There has been some work, however, on the characteristics of part-time faculty. It establishes that part-time faculty are quite diverse and are teaching for a wide variety of reasons (Tuckman, 1978). Scholars have suggested that institutions should develop flexible personnel policies which respond to the differences among part-time faculty (Vaughn, 1986; Gappa, 1984; Leslie, 1982).

Currently, many institutions of higher education have faculty unions. For these institutions collective bargaining contracts are the most important source of information on personnel policies. No studies have been completed in the last decade on policy provisions for part-time faculty in collective bargaining contracts. Further there has been no research to determine whether any collective bargaining agreements contain provisions which allow for flexible personnel policies and procedures and to determine whether these

policies and procedures are responsive to the differences among part-time faculty. This problem gives rise to the present study.

Purpose of the Study

The purpose of the study is to examine policies and procedures which pertain to part-time faculty in higher education collective bargaining contracts. The examination of the collective bargaining provisions focuses on the following research questions:

- 1) In a comparison of the provisions pertaining to part-time faculty between higher education contracts in effect in 1977 and those in effect in 1988, have there been changes in a) employment conditions b) personnel policies c) access to facilities d) compensation and e) fringe benefits?
- 2) In a comparison of 1988 higher education contracts which contain both full and part-time faculty in the same unit and those which contain only part-time faculty in the unit are there differences in a) employment conditions b) personnel policies c) access to facilities d) compensation and e) fringe benefits?
- 3) Do 1988 higher education contracts which include part-time faculty recognize and differentiate between the "dependent" and "independent" part-time faculty

member? (See review of the literature for definition of these characteristics.)

Significance of Study

The results of this study add to the knowledge of policies and procedures pertaining to part-time faculty in higher education institutions which are unionized. The answers to the three research questions help determine the extent unions are contributing to the improvement of working conditions of part-time faculty. The study also helps to determine whether research on part-time faculty in higher education is utilized in higher education collective bargaining contracts. The study should be of interest to part-time faculty, and persons who are involved in collective bargaining for part-time faculty whether they are on the union or management side of the table.

CHAPTER 2

REVIEW OF LITERATURE

The review of the literature will be divided in three sections: 1) part-time faculty in higher education, 2) collective bargaining in higher education and 3) a review of Dorothea Ikenberry's 1978 content analysis of a select number of higher education contracts which recognize part-time faculty.

Part-time Faculty --Defined

There were 275,000 part-time faculty in institutions of higher education teaching in 1988 (Digest of Education Statistics, 1989 p.212). Almost every year since 1970, according to the Digest, the number of part-time faculty as reported by institutions of higher education has increased. For example, 45,000 more faculty were reported to be part-time in 1988 than in 1979. What has not changed is the fact that no single definition of part-time faculty exists.

The lack of a definition can be traced to a variety of reasons. One reason is that part-time faculty are identified differently at different institutions. The AFT (1979) in their Statement on Part-time Employment noted:

part-time faculty are designated by myriad of titles and classified by a confusing variety of appointment and salary terms, so that comparison among them is difficult. They are

called "adjuncts," "special lecturers," "acting faculty," "wage-section faculty," "hourly," "short-term," "emergency," and "temporary" Employees--despite the obvious potential for abuse latent in these appellations. (p.2)

A common way of defining part-time faculty is to base the faculty member's status on the number of credit hours taught, or course load. This definition, although on the surface sensible, is fraught with discrepancies and creates another reason a standard definition for part-time faculty is virtually impossible.

An initial problem with the course load definition is a lack of a consistent definition of a full-time teaching load at institutions of higher education. For example, at one private junior college, the teaching load is five courses (fifteen credits), while at one major university two courses constitute a full load so that ample time is allowed for research. Thus, a person would be part-time at a private junior college when teaching two courses, but full-time at a four year university teaching the same number of courses.

An additional problem occurs in the cases where faculty teach what most colleges consider a full-time load, but are still considered part-time. At most community colleges and four year colleges four courses (twelve credits) are considered the required number of

courses for full-time employment. Yet, it is not uncommon for part-time faculty to teach twelve credits a semester--six credits in the day division and six credits through the evening division. Also, in a few colleges during the day, a part-time faculty member may teach six credits in one department and six credits in a second department.

Similarly, Yunker (1974) points out that what is considered full-time work by faculty in higher education varies considerably, averaging between 50 to 60 hours per week when class preparation, research and advisement duties are included in the full-timer's obligations. Therefore, the common "benchmark" of 35 hours or less per week (widely used as a standard in labor statistics to define part-time employment), cannot be applied directly to higher education. An individual instructor could work a 40 hour week (or more) and still be considered as someone with less than "full-time" status.

Interestingly, higher education collective bargaining agreements typically do not help to clarify the definition of part-time faculty in higher education. This is because in many contracts the definition of part-time faculty is framed in such a way as to include some faculty and exclude others. In Ikenberry's (1978, p.57) analysis of higher education

contracts three explanations of part-time faculty were prominent in recognition statements. In only 20% were all part-time faculty at the institution included in the contract. In 76% of the contracts inclusion was limited to those part-time faculty who maintained a certain course load or number of credits taught per semester or a continuity of service requirement. In 20% of the cases, the course load requirement was combined with the continuity of service statement which in effect allowed only a limited number of the total part-time faculty at an institution to be covered by a contract.

Dorothea Ikenberry (1978 p.8) for the purpose of her study defined part-time faculty as:

An individual who is employed at an institution of higher education on less than a full-time basis as defined by the collective bargaining agreements of institutions including part-time faculty in the bargaining unit.

For this study a working definition of part-time faculty is:

An individual who is employed at an institution of higher education and who is defined by a collective bargaining agreement as a part-time faculty member.

In addition:

1. "part-time" and "adjunct" will be considered synonymous terms.

2. Graduate assistants who may be teaching "part-time" in the institution where they are also students will be excluded from consideration as part-time faculty.

Unlike the Ikenberry study, in some cases it may be possible that a part-time faculty member at an institution may also be a full-time faculty member at the same institution. This distinction is made because in 1978 there was only one contract which recognized part-time faculty only as compared to fifteen in 1988. When an institution has two faculty contracts -one for full-time faculty and one for part-time faculty- it allows for the unique possibility of an individual being defined as full-time in one contract and part-time in the other contract and be working at the same institution.

Part-time Faculty--Characteristics

According to Gappa (1984) one in every three faculty in higher education in the nation teaches part-time. These part-time faculty members are difficult to categorize. Tuckman in 1976 conducted the seminal study of part-time faculty. In it he surveyed some 10,000 part-time faculty and received data on 3,783 faculty from 128 colleges-a 38 percent response rate. Two-year and four-year colleges and universities were included in the survey. The study

revealed seven distinct categories of part-time faculty:

- * Semiretired: those reporting their reason for working part-time is that they are semiretired (2.8 percent)

- * Students: persons who registered for a degree program in a different department or institution from the one in which they are employed parttime; this excludes the usual classification of graduate assistant or teaching assistant (21.2 percent)

- * Hopeful full-timers: persons who report that their primary reason for becoming a part-timer is that they could not land a full-time position (16.6 percent)

- * 'Full-mooners': persons who held a full-time job of 35 or more hours per week in addition to their part-time position (27.6 percent)

- * 'Part-mooners': persons holding two or more part-time jobs of less than 35 hours per week (13.6 percent)

- * 'Part-unknowners': persons whose motives for becoming part-time do not fall into any of the above categories (11.8 percent) (Tuckman 1978, pp. 307-13)

Leslie (1982), Gappa (1984), and Vaughn (1986) still find this taxonomy useful in understanding why part-time faculty engage in teaching. Vaughn (1986) took the seven categories and condensed them for his purposes into two categories: dependents and independents.

The independents consist of those who teach part-time for personal reasons, such as ego satisfaction, as a means of paying their "civil rent"; or, in some cases, as a means of keeping up with the new theories and practices in the field. They are not committed to teaching as a career and are not interested in full-time teaching, unless they are already teachers at other institutions.

The dependents are individuals who are working on or who have received advanced degrees in traditional academic disciplines and who want to teach, but who are unable to find full-time positions in academic institutions. The dependents are committed to teaching as a career and wish to pursue it full-time. (Vaughn, 1986 p. 25)

There is a trend in the literature toward insisting that the characteristics of part-time faculty as revealed by Tuckman be considered when developing policies and procedures in higher education. Gappa as a final thought when discussing part-time faculty characteristics notes: "Both individuals and institutions will be better served when different policies and practices are developed for different classifications of part-time faculty" (1984, p.39). Head (1979) and Leslie (1984) believe Institutions should develop an equitable classification plan that differentiates among part-timers, based on their characteristics and the reasons for which they were employed, and then develop policies and practices that reflect those differences.

Vaughn (1986) recommends that community colleges develop policies and procedures related to part-time faculty flexibly so that they will meet the needs of both dependent and independent faculty. Toward this end, Vaughn provides these recommendations:

1. Both groups should be provided with such basics as recognition, office space, and the other essentials necessary to any teacher.

2. In recognizing the difference between the two groups, greater effort should be devoted to bringing the dependents into the mainstream of college life than is devoted to bringing the independents. For example, the part-time faculty member with a Ph.D. in history would likely welcome the opportunity to serve on the curriculum and instruction committee, whereas the bank executive would find such service a burden. The new perspective brought to bear on collegewide issues by a new Ph.D., or by spouse returning to the academic marketplace after a prolonged absence, can be refreshing and valuable to the institution and should not be lost simply because part-timers do not normally serve on such committees.

3. Administrators should recognize that financial rewards are more important to the dependents than to the independents and therefore should develop a means of providing greater financial awards for the dependents. This is easier said than done: Many colleges operate under statewide or districtwide salary scales for part-time faculty and therefore seem to have little leeway in determining part-time faculty pay. Nevertheless, part-time faculty members' work can be defined in terms of work load and not simply teaching load, a concept that most community colleges endorse but few have defined. If work load is defined in terms broader than just teaching, dependent part-time faculty can be paid for serving on committees and other activities that go beyond classroom teaching, activities the independent part-timers are not normally available to perform.

4. In line with the above, the dependent part-time faculty member can be very useful in any number of ways, such as academic advising and working with student activities, in addition to serving on collegewide committees. If part-time faculty are considered a good financial bargain today, it would seem that their value should increase as their duties increase, but they must

receive additional financial rewards for these activities (1986, p. 28-29).

It has not yet been determined whether policies and procedures in collective bargaining agreements provide the recommended flexibility needed and respond to the diverse needs of part-time faculty.

Part-time Faculty--Perceptions by the College Community

Administrators, full-time faculty, part-time faculty, and students all have views on the value of part-time faculty in higher education. According to Leslie (1982) the two most common reasons administrators give when explaining why they use part-time faculty is economy and institutional flexibility. In real dollars it costs about half as much at a typical institution to hire two part-timers to teach four classes then to have one full-time faculty member teach four classes (Munsey, 1986). Leslie (1982) explains the administrative point of view on the flexibility an institution of higher education gains when hiring part-time faculty:

Most educational institutions need to retain flexibility and to be adaptive if they are to survive. The use of part-time faculty normally precludes long-term commitments to individuals. As a result, it becomes easier for an institution to change its academic program and meet market demand; as certain courses and program areas lose appeal, the institution can relocate resources, in search of new markets to tap. Because part-timers may not enjoy the commitment of long-term tenure,

they need not be secured in place and they thus become more replaceable parts in a market-oriented enterprise. (p.4)

Full-time faculty have mixed feelings about part-time faculty, but the predominant feeling is negative. According to Leslie, (1982) part-timers are seen as competitors for the salary or wage dollar, and as threats to status and security. Because part-time faculty are paid by the course instead of a prorated salary based on full-time employment they are seen as keeping wages down. Vaughn (1986) presents commonly held arguments against the use of part-time faculty including that these faculty detract from the collegiate nature of the institution, especially in the areas of institutional governance and committee work. He feels that part-time faculty interaction with students is limited and part-time faculty make it possible for administrators to fill virtually all new and vacant positions, thereby reducing the number of full-time faculty members and replacing them with part-timers, who tend to be more subservient to the whims of the administration.

In addition to complaints about competition from part-timers, full time faculty resent what they perceive to be an extra student advising workload. According to Hartleb (1986) part-time faculty now represent fifty percent of the faculty in two year

colleges. Usually part-time instructors are not required to advise students about college curriculum and are generally not available to meet with students after class. Therefore, this important part of the educational process is left for the fifty percent of the faculty who are full-time.

On the other hand, full-time faculty members appreciate the fact that part-time faculty members teach in locations and at times that are undesirable such as off-campus and on weekends. Often, too, in times of retrenchment, the part-time faculty member serves as a buffer against unemployment.

How do part-time faculty perceive their employment in higher education? Because of the great diversity of part-time employees there is no easy answer. The "independents", as defined by Vaughn (1986), whose livelihoods are not dependent on their income from part-time teaching and who are not committed to full-time teaching as a career have the greatest probability of being satisfied. These individuals are teaching, according to Leslie (1982), in order to recruit new employees, to catch up on new developments in one's field, to enjoy a wider circle of social and professional contacts, to occupy the hours of seemingly empty retirement, and to contribute one's time and talent for the good of the community. These people are

usually able to teach when and what they want and are satisfied because their needs are being met.

The "dependents" would be less than satisfied.

According to Vaughn (1986):

They depend on part-time teaching as an important source of income, while the dependents are rarely fully accepted by the college community, they nevertheless rely on the college "family" to fulfill many of their professional needs and occasionally to fulfill their social need. Linger on the periphery of the mainstream only adds to their frustration. (p.27)

It is these part-time faculty that are described by Spofford (1979) in the "Field Hands of Academe" and Reece (1984) in "Of Coolies, Rickshaws, and Part-Time Teachers." Spofford gave several examples of "dependent instructors". In one a history teacher taught three courses between two schools per semester. His weekly salary was \$261 per week while classes were in session. When classes did not meet he was on unemployment. What bothered him as much as his low salary was his treatment by peers. For example, he overheard one faculty member say to the co-chairman of the union's bargaining unit that he regarded part-time faculty as valuable because they covered all the undesirable courses. This "dependent" faculty member was staying with his teaching because he has found no other job prospect that gives him the satisfaction of teaching. Reece (1984) describes Clara Chell, a part-time instructor, who identifies herself as a

coolie. "She is a small, marginal person, hired for a short time, paid a little, carrying a large burden."
(p.2)

"Dependent" faculty have two primary areas of dissatisfaction (Vaughn, 1986). The first is finances. The part-time faculty member knows everyday that no matter how much time he spends preparing his courses, no matter how well he teaches his classes, and no matter how much free time he spends with his students after class; he still will make about one-third the salary of a full-time faculty member.

The second is acceptance. A part-time dependent faculty member yearns for acceptance by full-time faculty and staff and a greater role in the operation of the institution. All too often the literature points to the non acceptance of part-time faculty as people who can be hired as instructors to teach valued college students one semester but are not rehired the next no matter how outstanding the evaluations.

How do students fare with part-time faculty? According to Hartleb (1986), students lose because their contact with part-time faculty members is usually limited to the hours that the classes are in session. Part-time faculty members, paid per credit hour of instruction, have little incentive for remaining

current in their fields or for making out-of-class time available to their students. On the other hand Munsey (1986) states students are in a position to benefit from receiving instruction from professionals other than full-time teachers. For instance, an instructor whose familiarity with real estate derives from practical office experience as well as from classroom theory has insights into the everyday workings of the profession that a full-time teacher, with little or no first hand experience outside the classroom, might lack.

What about teaching effectiveness? The evidence from studies comparing the teaching effectiveness of part-time faculty to full-time faculty is inconclusive. However, according to Gappa (1984) there is enough evidence to suggest that part-time faculty by themselves do not detract from the quality of instruction and that they can enrich it greatly.

Gappa (1984) cites a number of part-time/full-time comparative studies. The most damaging study to part-time instructors was conducted by Friedlander in 1980. In this study, Friedlander identified criteria which he felt were indicators of teaching quality. Criteria included teaching experience, selection of course materials, use of instructional media, use of instructional support services, availability to

students, and involvement in professional activities. Using these criteria Friedlander concluded that the quality of instruction provided by a college is likely to be adversely affected as the proportion of part- to full-time faculty increases.

In all other studies cited by Gappa (1984) there was no difference found in effectiveness between between part- and full- time instructors. According to Gappa, between 1980 and 1983 three comparative studies were done at community colleges. The variables measured included students' ratings of teachers' effectiveness, class retention rates, and subsequent student achievement in advanced courses. In all three cases no difference in teaching effectiveness was found and in one case (Cruise, Furst, and Klimes, 1980), it was stated that instruction was just as good between part-time and full-time; and in addition part-time instruction was more cost effective.

Unionization in Higher Education- Private/Public Differences

According to Kaplin (1985) the legal aspects of collective bargaining divide into two distinct categories- public and private:

Private-sector bargaining is governed by the National Labor Relations Act of 1935 (the Wagner Act) as amended by the Labor- Management Relations

Act of 1947 (the Taft-Hartley Act). Today all private postsecondary institutions, at least all those large enough to have a significant effect on interstate commerce, are included within the federal sphere. Disputes about collective bargaining in private institutions are thus subject to the limited body of statutory authority and the vast body of administrative and judicial precedent regarding the Taft-Hartley Act. (p.105)

The mandatory subjects of bargaining are defined in the Taft-Hartley Act as wages, hours, and other terms and conditions of employment. Also, the Taft-Hartley Act specifically recognizes that employees have the right to strike.

The Yeshiva case (1980) had a profound effect on unionization in the private sector. According to Kaplin (1985), the Court held that Yeshiva's full-time faculty members were "managerial employees" and thus excluded from the coverage of the Taft-Hartley Act.

Public postsecondary education is exempt from National Labor Relation Board jurisdiction and subject only to state authority. According to Douglas (1989, p.viii), the number of states with enabling legislation for collective bargaining in higher education is now 26. An additional three states allow collective bargaining pursuant to local governing board authority. Kaplin (1985) indicates that such legislation is often limited in coverage or in the extent to which it authorizes or mandates the full panoply of collective

bargaining rights and services. Most important in terms collective bargaining in the public sector is that the right to require the employer to bargain in good faith must be created by statute. Even if the public institution desires to bargain with faculty representatives, it may not have the authority to do so under state law.

State law not federal law applies to collective bargaining among public higher education institutions. It is important to note, however, that many states patterned their laws after federal law. For example, many states include many of the provisions of the Taft-Hartley Act in their state laws. According to Kaplin (1985) most state laws use similar or identical language but often exclude particular subjects from the scope of that language or add particular subjects to it.

The effect of state enabling legislation for collective bargaining in higher education and the impact of the Yeshiva decision is dramatic. Consider the following statistics compiled by Douglas in 1989. Of the 1830 private two and four year college campuses in the United States, only 85 are unionized (p.111).

Absent a reversal of Yeshiva, which appears doubtful at this time, or new legislation amending the NLRA to permit a Yeshiva exclusion, little or no prospect appears likely for private sector faculty bargaining. (Douglas, 1989, p. x)

On the other hand, of the 1,501 public two and four year college campuses in the United States, 942 are unionized. Interestingly, state enabling legislation is highly regionalized. With the exceptions of Colorado, Idaho, Indiana, North Dakota, Utah, and Wyoming, all states in the North, Northeast, Midwest, and Far West have enabling legislation. With the exception of Arizona and Florida no state in the South or Southwest has state legislation which allows state higher education employees to unionize.

Douglas (1989, p.v.) identified the number of collective bargaining agreements in higher education in effect in 1988 as 453. He also states (1989, p.ix) that the agreements affect 1027 college campuses and 226,875 faculty. Clearly, collective bargaining is very much a public higher education phenomenon.

Unionization and Part-time Faculty

The role of adjunct faculty within collective bargaining in higher education has traditionally been subsumed as a part of the overall and larger labor relations picture.

The fundamental questions with respect to this group had frequently been their inclusion or exclusion within the regular faculty bargaining unit and whether or not they were more likely to vote for or against the selection of a bargaining agent. (Douglas, 1988, p.1)

Community of interest is the key factor in deciding whether part-time faculty are included or excluded from a full-time unit. Leslie (1978) stated:

Unit composition is determined according to the principle of community of interest---a labor relations term referring to the similarity or mutuality of interest among employees within a group and/or between two or more groups, such that they should all logically be incorporated within a single unit. (p.131)

There are two early landmark decisions on the issue of community of interest (Head and Leslie 1979). In the University of New Haven Case [University of New Haven Inc. 190 NLRB 478 (1971)] it became established practice to accept regular part-timers in the same union as full-time faculty even though it was understood that part-timers were not eligible for tenure and not involved in academic policy making. In 1971 reasons for inclusion were based on decisions in cases involving unionization of private industry workers. However, by 1973 the New York University case became precedent for Higher Education collective bargaining [New York University, 205, NLRB 4 (1973)]. This case overruled the University of New Haven and found that such a combined unit was inappropriate because part-time faculty did not share a sufficient community of interest with full-time in light of their different functions, compensation, participation in

university government, eligibility for tenure and working conditions.

Unit determination cases among part-time public higher education faculty in Massachusetts have been resolved in two different ways. Massachusetts public higher education full-time faculty were unionized in 1974. Except for Southeastern Massachusetts University, all full-time faculty were represented by the Massachusetts Teachers Association; however, University of Lowell, University of Massachusetts, four-year colleges, and two-year colleges each had an individual unit.

According to Head (1979), in 1976 the Massachusetts Labor Relations Commission (MLRC) ruled that part-timers who taught at least one course for three consecutive semesters at the University of Massachusetts at Amherst were eligible for inclusion within the full-time unit. Similarly, in the Southeastern Massachusetts case (1985) the MLRC found that both the full-time and certain part-time visiting lecturers employed as "03" consultants by the Board of Regents of Higher Education at SMU were entitled to bargain collectively and that both groups should be included in a unit of full-time faculty.

In contrast, in the 1986 case of the Board of Regents and Massachusetts Community College Council (Case no. SCR-2179) the New York University decision is followed and the part-time community college Division of Continuing Education faculty were placed in a unit separate from the full-time unit.

The fundamental difference between the university cases and the community college case is not that one involved universities and the other a two- year college system, but rather funding. In the university cases most of the part-time faculty were day faculty funded from the institutions state "03" account. In the community college case no employees were funded from state funds. Instead they were paid from collected tuition and fees. According to the findings of Case no. SCR-2179, of signal importance is the difference in the timing and nature of the budgetary process for each division. Whereas the day division operates with state tax funds and is an integral part of the Board of Regents' higher education budget, the DCE must rely upon revenues generated solely by tuition, grants and sale of courses to businesses. The DCE budget is formulated wholly apart from that of the day division, is not dependent upon the legislative appropriation process, and is more directly influenced by the demand for a given course during a particular term.

In the community college case, the MTA was interested only in unionizing Division of Continuing Education part-time faculty. The underlying reason for the union was that full-time faculty who taught through DCE felt they were entitled to higher wages for their teaching. Currently, in Massachusetts community colleges all DCE part-time faculty are in a union; no day division part-time faculty are unionized. It is expected that when day division part-time faculty unionize that they may well be in the same unit with full-time day faculty. This is because part-time day faculty are scheduled to teach by the same people who schedule full-time faculty; they are paid by the state; and their course is not likely to be cancelled for financial reasons.

In establishing the decision for a separate bargaining unit for part-time DCE faculty, the Massachusetts Labor Relations Commission cited the University of San Francisco and University of San Francisco Faculty Association (1982) case. In this case the National Labor Relations Board established a bargaining unit for the adult education division of a university separate from both the part-time and full-time faculty units.

Currently, it is estimated that part-time faculty are included in about one-half of the full-time faculty

collective bargaining agreements and the number of agreements that recognize only part-time faculty is small. Douglas (1989) states that of the 453 higher education 1988 contracts, 15 recognized only part-time faculty. However, the trend of the 1980's in collective bargaining has been toward the organization of separate units for part-time faculty. Douglas (1988) states:

The number of newly organized adjunct faculty bargaining units has dramatically increased during the period 1983 through 1987. Of these 37 newly organized faculty bargaining units, 20 units were full-time teaching faculty, 12 units were adjuncts while 5 units were classified as other. In the most recent election survey conducted by the National Center, January-December 1987 no full-time faculty units were organized while three adjunct units were. (p.1)

The growth of collective bargaining units containing only part-time faculty is also substantiated by the fact that when Ikenberry (1978) conducted her content analysis of contracts including part-time faculty only one existed which recognized only adjuncts.

The Ikenberry Study

Dorothea J. Ikenberry (1978) conducted a descriptive study of contract provisions affecting part-time faculty included in the bargaining unit at post-secondary institutions. The Ikenberry study was conducted in 1977 and is the only known study of higher

education collective bargaining provisions pertaining to part-time faculty. At that time, there were 320 higher education contracts. 258 contracts were found to be useable for the study. Of these 258 contracts, 99 contained some reference to part-time faculty in the recognition clause. A full analysis was done of a stratified group of fifty contracts by using a coding instrument consisting of 36 items.

The Ikenberry study addressed four research questions:

1. At what unionized post-secondary institutions are part-time faculty included in the bargaining unit?
2. What unions represent part-time faculty in a sample of the contracts including part-time faculty in the bargaining unit?
3. How is "part-time faculty member" defined in the sampled contracts including part-timers in the unit?
4. What provisions affecting part-time faculty are covered in the selected agreements including part-time faculty in the unit? (1978, p.4)

As a result of her study, Ikenberry did create a composite picture of part-time faculty rights in union contracts analyzed in 1978. Here are some of the main portions of that composite picture:

When employed in a post-secondary institution under a collective bargaining agreement, the part-time faculty member is commonly offered a written contract or possibly a letter of appointment. The terms of employment are generally

considered temporary on a semester, quarter, or academic year basis. There may be limits placed on the the number or proportion of part-timers hired until the institutional needs are known and the full-time faculty assignments are resolved. The number of courses a part-time faculty member teaches may be limited in the contract, as may be the number of credit hours taught.

Tenure either is not negotiated or is generally not offered the part-time faculty member. Also, the sabbatical leave clause usually specifically excludes part-time faculty. But, the part-time faculty member may expect to be evaluated in some fashion, although the procedure is often either unclear or not placed in the contract.

Notification to the part-time faculty member of reappointment or nonrenewal is frequently not included or it is unclear in the contracts. The part-time faculty member is customarily covered by the specified grievance procedure in the contract, with the option of arbitration as part of the grievance procedure. At the same time, however, the part-time faculty member may have few rights to grieve in the contract.

The compensation provision is the one clause most frequently found in the contract affecting the part-time faculty member. The part-time faculty member is offered compensation most often on a pro-rated basis. In other cases, the part-time faculty member receives a salary based on a special institutional formula or given some other form of compensation. Slightly less often the part-timer is offered a flat-rate fee or wage, paid per contact hour, or per semester or quarter credit hour.

Among the fringe benefits offered, the part-time faculty member is often covered by a sick leave policy, possibly including maternity leave, on a pro-rated basis. With greater definitional limits added for eligibility, the part-time faculty member might also qualify for certain insurance benefits. Health and medical insurance, medical disability, or life insurance may be offered to the part-time faculty member in some instances. (1978, p.114-117)

Ikenberry (1978), as a result of her study, drew four general observations which relate to her research questions:

1. Part-time faculty members tend to be excluded from the unit. (p. 108)

Of the total number of national contracts, 159 contracts, or 62%, excluded all part-time faculty. Only 99 contracts, or about one-third of the available contracts, included at least some part-time faculty members in the unit.

2. Even in those bargaining units that include certain part-time faculty members, they tend to exclude other part-time faculty members from the unit. (p. 108)

According to Ikenberry (p. 110) only 20 per cent of the 50 contracts reviewed in detail for her study included all part-time faculty members in the unit.

3. NEA, AFT, AAUP and independent agents represent part-time faculty in the unit. (p. 109)

4. Even in instances in which part-time faculty members were included in the bargaining unit, the contract provisions pertaining to these individuals tended to be restrictive or unclear. (p. 109)

The general description of the rights of faculty members in collective bargaining agreements and the observations which relate to her research questions were drawn from tabulation of the results of her 36 item coding instrument. In discussing the development of the instrument, Ikenberry (1978) states a literature review and a pretest provided a foundation for

construction. Additionally, she adds, various union representatives, personnel directors, and other experts in the field were consulted in devising the range of responses for each category in the instrument. Finally, Ikenberry had a consultant at the Academic Collective Bargaining Service, review about one-third of the contracts for accuracy in classification and coding.

CHAPTER 3

METHODOLOGY

The study involves a content analysis of 190 higher education collective bargaining agreements. Berelson states that "content analysis is a research technique for the objective, systematic, and quantitative description of the manifest content of communication" (1952, p.28). Borg and Gall (1983) believe that the content analysis technique is well-suited for small-scale educational research projects.

The content analysis in this study was conducted in two phases. In the first, all higher education collective bargaining agreements in effect in 1988 were reviewed to determine the total number of agreements that include part-time faculty in the recognition statement. Some of the bargaining unit information was gleaned from Douglas's (1989) Directory of Faculty contracts, but most was obtained from the study of recognition statements in the 453 contracts in effect, according to Douglas (1989), in 1988. In the second phase, 190 of the 205 agreements covering part-time faculty were content analyzed for information on employment conditions, personnel policies, access to facilities, compensation, and fringe benefits.

The contents of collective bargaining agreements were analyzed to understand the policies and procedures that affect part-time faculty members. The analysis was guided by the research questions formulated for this study.

1) In a comparison of the provisions pertaining to part-time faculty between higher education contracts in effect in 1977 and those in effect in 1988, have there been changes in a) employment conditions b) personnel policies c) access to facilities d) compensation and e) fringe benefits?

2) In a comparison of 1988 higher education contracts which contain both full and part-time faculty in the same unit and those which contain only part-time faculty in the unit are there differences in a) employment conditions b) personnel policies c) access to facilities d) compensation and e) fringe benefits?

3) Do 1988 higher education contracts which include part-time faculty recognize and differentiate between the "dependent" and "independent" part-time faculty member? (See review of the literature for definition of these characteristics.)

Data Sources

Actual agreements were obtained in two ways. First, agreements were examined through visits to the National Center for the Study of Collective Bargaining at Baruch College in New York City. The Center had virtually all agreements in effect in 1988 on file. A working relationship was developed with Baruch so that frequent visits were possible. However, the Center did not lend out the agreements. Therefore, the second way agreements were obtained was by asking individual higher education institutions to send copies of agreements. Ultimately, over 150 agreements were received in the mail directly from the individual higher education institutions.

Coding Instrument

A detailed coding instrument was used for the content analysis. The instrument is a slightly modified version of one developed by Ikenberry in 1978. The modified instrument contains 33 of the 36 items in the Ikenberry instrument (see Appendix A) and provides information on employment conditions, personnel policies, access to facilities, compensation, and fringe benefits.

The coded items not used are items 2, 3, and 25. Item 2 identifies the type of higher education institution and item 3 identifies the name of the bargaining unit. This information was already available in the Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education by Joel M. Douglas (1989) and therefore did not have to be captured through the use of coded items.

Item 25 determines whether an individual who is eligible to join a union must join the union and how dues are collected. This item did not pertain to the research questions raised in this paper.

The appendix is the coding instrument used by Ikenberry in 1978. The actual coding instrument used in this study is the coding instrument in Appendix A minus items 2, 3, and 25.

This study has different research questions from those contained in the Ikenberry study. It is felt that the information gathered by a slightly modified Ikenberry coding instrument in this study can be justified in many ways.

First, the coding instrument is comprehensive. It provides sufficient information to compare higher education contracts which contain full and part-time faculty in the same unit to those which contain only

part-time faculty in the unit. It provides ample data to determine the extent to which higher education contracts allow for provisions which address the needs of dependent and independent part-time faculty.

Second, the instrument allows for a comparison of the provisions provided for part-time faculty in 1977 and those provided in 1988.

Finally, its use enables this study to significantly build on previous research concerning provisions provided for part-time faculty in higher education collective bargaining agreements. Thus the use of the modified Ikenberry instrument allows for responses to all research questions posed in this study.

Data Collection and Analysis

The results of the analysis were recorded on a specially prepared coding sheet which corresponds with the items in the coding instrument. The data collected on the coding sheets was entered into a computer so that the information could be easily manipulated.

Once data was collected from the contracts, a table was constructed for each coded item for which 1977 data from the Ikenberry study was also available (30 of 33 coded items) to aid in the analysis and interpretation

of the data. Below is an example of one of the coded items and a table with collected data.

CODED ITEM # 22

Office Space

1. no policy in contract for full-time or part-time faculty
2. policy for full-time excludes part-time faculty
3. indefinite or unclear
4. yes, space provided
5. other_____

Table constructed from data for CODED ITEM # 22.

Office Space for Part-time Faculty--
Example

Office space	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1. No provision	84 (48%)	8 (53%)	92 (48%)	29(58%)
2. Excludes part-time faculty	28 (16%)	0	28 (15%)	3 (6%)
3. Space provided	48 (27%)	6 (40%)	54 (28%)	16(32%)
4. Unclear	15 (9%)	1 (7%)	16 (8%)	2 (4%)
Total	175	15	190	50
Chi Square*	4.996		10.008	
Significance level	N.S.		p<.05	

* Chi Square tests for Columns 1 & 2 and 3 & 4.

Columns 1 and 2 in each table are used to compare the differences in provisions between contracts that include

both part-time and full-time faculty in the same unit and those which include only part-time faculty in the unit. The comparison provides the answer to the second research question. Percentages are used to help clarify contract differences because of the large difference between the number of full/part-time contracts (195) and the number of part-time only contracts (15).

Columns 3 and 4 are used to compare changes in provisions in collective bargaining contracts between 1977 and 1988. The comparison provides the answer to the first research question. Again, percentages are used because of the large differences in numbers of contracts analyzed. In the 1977 study a stratified sample of 50 contracts were analyzed, while 190 contracts were analyzed in the current study.

In addition, for each of the tables which compares coded contract items two chi square tests were run. The first test was run to determine if the overall differences between a specific contract provision in 1988 full-time/part-time units as compared to 1988 part-time only units was statistically significant. The second chi square test was run to determine if the overall differences between a specific contract provision in 1977 contracts as compared to 1988 contracts was statistically significant. The results of both tests are reported at the bottom of each table.

Data relating to this study's first two research questions is presented first. The presentation is organized according to the 5 major categories in the coded instrument: a) employment conditions, b) personnel policies, c) access to facilities, d) compensation, and e) fringe benefits.

The third research question asks whether 1988 higher education contracts which include part-time faculty recognize and differentiate between the "dependent " and "independent" part-time faculty member. In order to answer this question, the results obtained from all coded items were considered. The presentation, however, is organized according to four recommendations made by Vaughn (1986) for policy development in higher education which meets the needs of both "independent" and "dependent" part-time faculty.

Limitations and Delimitation

This study is limited to the results obtained from data collected from provisions in collective bargaining agreements in effect at higher education institutions in 1988. Personnel policies established outside of collective bargaining contracts and clarifying information from unions or institutions of higher education concerning contract provisions are not examined.

The higher education collective bargaining contracts examined in this study are of two types: 1) those which include full-time faculty and part-time faculty in the

contract recognition statement and 2) those which include only part-time faculty in the recognition statement. Contracts which include only full-time faculty were not analyzed.

This study does not tell us the extent to which contract provisions are followed. Nor does it provide any information about the attitudes toward part-time faculty by full-time faculty or administrators.

In some institutions one category of part-time faculty is covered by a collective bargaining agreement while another category is not covered. For example, in one contract all part-time faculty were covered in the recognition statement. In another, only part-time faculty who taught at least two courses a semester were included in the contracts recognition statement. While both types of contracts were analyzed in this study, it must be recognized that for the type of institution in the second example, the results of the analysis did not pertain to all part-time faculty.

Thus, this study provides information about policies and procedures for part-time faculty included in the recognition statement of a contract and not all part-time faculty employed by an institution of higher education which has a collective bargaining agreement that recognizes part-time faculty. This fact is important to the

understanding of results drawn from the data collected from the collective bargaining agreements.

CHAPTER 4

FINDINGS

This chapter begins with descriptive information about the collective bargaining contracts which are analyzed in this study and about the institutions of higher education which they represent. The presentation is then organized according to the major categories of the coding instrument: employment conditions, personnel policies, compensation, fringe benefits, and access to facilities. In the process, the first two research questions will be addressed. Research question one asks if there are changes in provisions which pertain to part-time faculty in 1988 higher education contracts when compared to provisions which pertain to part-time faculty in 1977 contracts. Research question two asks if there are differences in provisions in 1988 higher education contracts which recognize both full and part-time faculty when compared to provisions in 1988 higher education contracts which recognize part-time faculty only. Research question three which is "Do 1988 higher education contracts which include part-time faculty recognize and differentiate between the 'dependent' and 'independent' part-time faculty member?", will be addressed in a separate chapter.

In phase one of this study, 453 contracts were reviewed to determine those which recognized part-time faculty. The recognition statement of each contract was read in most cases, although in instances when contracts were not available the determination was made based on source documents available at the National Center for the Study of Collective Bargaining at Baruch College.

The results of the phase one review showed that 205 contracts in 1988 recognized part-time faculty. Of these 205 contracts, 190 (93%) were compiled for use in this study. Some contracts could not be obtained either because of their unavailability at the Baruch College Center or a lack of response, after numerous written requests for copies of contracts, from unionized colleges.

The 453 higher education contracts examined for this study represented institutions in 32 states. The 205 agreements that recognized part-time faculty came from 23 states. One state, Ohio, allows collective bargaining for full-time faculty, but by law, specifically forbids part-time unionization. Interestingly, 160 of the 205 contracts that recognized part-time faculty were found in just seven states: California, New York, Washington, Michigan, Oregon,

Minnesota, and Wisconsin. Thus, the policies and provisions contained in higher education collective bargaining agreements affect part-time faculty in fewer than half of the states and the agreements are concentrated in the Far West, Mid West and East.

In 1977, Ickenberry found that 38% of the higher education contracts recognized part-time faculty. The total number of part-time agreements at that time was 99. In this study (1988), 45% of the contracts recognized part-time faculty. Also, from 1977 to 1988, there was a definite increase in the number of contracts that recognized part-time faculty only. In 1977 just one contract (or 1%), Nassau Community College in New York, represented part-time faculty only. By 1988, contracts which represented part-time only numbered 15 and equaled almost 8% of the contracts that included part-time faculty. Thus, between 1977 and 1988 there was a trend toward greater inclusion of part-time faculty in higher education contracts, both for those that contained full-time faculty and as well as those in which part-time faculty only were recognized.

Table 1 breaks down the 205 collective bargaining agreements which recognized part-time faculty according to

type of institution.

Table 1

Higher Education Collective Bargaining Agreements that Recognize Part-time Faculty by Type of Institution in 1988

Contracts that Include Part-time and Full-time Together	4 year public	4 year private	2 year public	2 year private	Total
	37 (19%)	18 (9%)	133 (70%)	2 (1%)	190 (100%)
Contracts for Part-time Only	2 (13%)	5 (33%)	8 (53%)	0 (0%)	15 (100%)

By studying Table 1, it becomes evident that 69% of all 1988 contracts represent part-time faculty at two year public institutions. In 1977, 68% of all contracts representing part-time faculty covered two year public institutions. So little change in this ratio has occurred during this eleven year period. In fact, in all ratios between contracts by type of institution and total contracts recognizing part-time faculty, there is no more than a 5% change between 1977 and 1988. In 1988, four year private colleges and universities comprised 11% of the contracts recognizing part-time faculty. This represents a decrease from the 16% of the private four year colleges and universities included in 1977. Overwhelmingly, the provisions in contracts studied both in 1988 (88%) and 1977 (84%) pertain to part-time faculty in public

higher education institutions. It is interesting to note, however, that 33% of the 1988 contracts containing part-time faculty only represented part-time faculty in private colleges and universities.

Definition of "Part-time Faculty" in Contracts
Including Part-timers in the Bargaining Unit

Table 2 provides information on the definitions of part-time faculty that are used in collective bargaining agreements, which is critical for the determination of which individuals will be recognized as part of the agreement. There are seven choices in Table 2 used to specify part-time faculty who will be included in the contract. They are: 1) all-inclusive, 2) teaching a minimum per cent of a full-time load, 3) teaching a minimum number of courses, credits, or contact hours, 4) not given or unclear 5) continuity (length) of service on a part-time basis, 6) combination of continuity of service and minimum percent of a full-time load or minimum number of courses, credits, or contact hours, and 7) all other definitions.

Table 2 (and all remaining tables) is designed to show how the table choices compare among four contract divisions. The contract divisions are: 1) all content

analyzed 1988 higher education contracts that recognized both full-time and part-time faculty, 2) all content analyzed 1988 higher education contracts that recognized part-time faculty only, 3) the sum of the first and second columns, that is all of the content analyzed 1988 higher education contracts that recognized part-time faculty, and 4) all 1977 higher education contracts that recognized part-time faculty and were content analyzed in the Ikenberry study.

Where practical, the most interesting findings in this study of 1988 higher education contracts will be presented first in the tables. Also to emphasize findings, categories with low response rates will frequently be combined. The category "unclear" is common to each of the items in the coded instrument. When "unclear" is indicated, it usually means that the item being searched for has been found to apply to full-time faculty but it is not clear whether it applies to all faculty- full-time and part-time faculty. Alternatively, "unclear" can mean the item being searched for is found to pertain to part-time faculty but its definition is not precise. For example, one item in the content analysis seeks to find the type of employment contract provided for part-time faculty. If it can be determined that an employment contract exists for part-time faculty, but not the

Table 2
Definitions of "Part-time" Faculty

Definition of Part- timers	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 All- Inclusive	70 (40%)	5 (33%)	75 (39%)	10 (20%)
2 Minimum % of Full- time Load	40 (23%)	3 (20%)	43 (23%)	11 (22%)
3 Minimum # of Courses Credits or Contact Hrs	14 (8%)	1 (7%)	15 (8%)	8 (16%)
4 Not Given or Unclear	8 (5%)	1 (7%)	9 (5%)	2 (4%)
5 In Terms of Continuity of Service on a Part- time Basis	5 (3%)	0	5 (3%)	2 (4%)
6 Combination (2+5) or (3+5)	7 (4%)	1 (7%)	8 (5%)	9 (18%)
7 Other Definitions	31 (18%)	4 (27%)	35 (18%)	8 (16%)
TOTALS	175	15	190	50
Chi Square*	1.073		18.209	
Significance level	N.S.		p <.01	

* Chi Square tests for Columns 1&2 and 3&4.

As evident in Table 2, 39% of the 1988 contracts recognized all part-time faculty. This is a somewhat greater percentage than the 20% indicated in the 1977 contracts that recognized all part-time faculty. Hence, since 1977 there has been some movement toward more comprehensive inclusion of part-time faculty in collective bargaining agreements.

Still, 57% of the 1988 contracts placed restrictions on who among the part-time faculty were included in the bargaining unit. The restrictions often seem to insure that those part-time faculty who teach on an occasional basis and probably hold full-time outside jobs are not included in the bargaining unit. For example, the most common restriction is that part-time faculty must maintain at least a 50% course load to be part of unit. For most two and four year colleges in which this restriction is found, a full-time faculty course load is 5 courses, or 15 credits. This means a part-time faculty member would need to teach more than 2 courses each semester for inclusion in the unit.

Within the 1988 contracts, it was not uncommon to find additional restrictions beyond the maintenance of a 50% course load to be included in the agreement. At the University of Rhode Island, for example, in order

for a part-time faculty member to be included he or she must be "appointed on a continuing basis for at least 50% of the time as designated in his/her letter of appointment." A continuing appointment is defined as an assignment to an ongoing faculty position in contrast to a semester by semester appointment. At the New York Institute of Technology, part-time faculty members included in the union must have taught a minimum of 12 ELH (Equated Load Hours) per academic year at the college for three (3) consecutive years or more. At Saginaw Valley State University, Michigan part-time faculty have to maintain a two-thirds teaching load and hold faculty rank to be included in the union. In Illinois, at Carl Sandburg College, a two year school, part-time faculty must maintain a three-quarter load contract to be in the union. Finally, in California, at Barstow College a part-time faculty must be permanent at the college and maintain a minimum of three-fifths of a course load. In a letter from the President of Barstow, it was learned that only one part-time faculty met the qualifications to be included in the college's union.

Those contracts which contained part-time faculty only were not, on the surface, less exclusionary than contracts recognizing both part-time and full-time faculty. Just 33% of the part-time only contracts

recognized all part-time faculty. However, after analyzing the restrictions to recognition in these contracts it can be stated that these contracts are constructed to include rather than exclude most part-time faculty. For instance, three of the part-time only contracts of community colleges (Coast in California and Chemeketa and Mt. Hood in Oregon) included only faculty who taught less than a 50% courseload. However, those faculty who taught greater than a 50% course load, were in each instance, included in a second contract that also contained full-time faculty. So all part-time faculty in these three institutions were represented in one or the other collective bargaining contract. Other types of restrictions found in part-time only contracts included: teaching 3 semester hours in both of two successive semesters at the Rhode Island School of Design; teaching at least 6 hours each semester at Oakton Community College in Illinois; and at Long Island University, to be a member of the part-time only unit, instruction must take place in the day rather than the continuing education division.

Employment Conditions of Part-time Faculty

Items five through eleven on the coding instrument provided for an analysis of employment conditions for

part-time faculty. They included information on employment notification method, length of appointment, academic titles given to part-time faculty, promotion policy, assigned duties, protection offered part-time assignments, restrictions on teaching times for part-time faculty, and Quotas and limits on part-time employment. Tables 3 through 10 describe these provisions and compare them among the four contract divisions.

Employment Notification

Table 3 shows whether or not an official notification of employment is a provision within the contract; and if so, describes the method used by the college to notify part-time faculty of employment- a written contract or letter of appointment. Although the difference between the choices in 1988 contracts as compared to 1977 contracts was statistically significant, it still remains that in the majority of contracts, part-time faculty were provided written notification of employment. The statistical difference between 1988 contracts and 1977 contracts might be due to the high percentage (27%) of 1988 contracts, as compared to 6% of 1977 contracts, in which the employment notification vehicle was not clearly stated.

Table 3
Notification of Appointment Given to Part-time Faculty

Type of Appointment	1 Part-time full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 Written Contract	78(45%)	6(40%)	84(44%)	25(50%)
2 Letter of Appointment	31(18%)	4(27%)	35(18%)	15(30%)
3 No Provision or Provision for Full-time does not apply to Part-time/ Other	19(12%)	2(13%)	21(12%)	7(14%)
4 Unclear	47(27%)	3(20%)	50(26%)	3(6%)
TOTAL	175	15	190	5
Chi Square*	.990		10.553	
Significance level	N.S.		p < .05	

* Chi Square tests for Columns 1 & 2 and 3 & 4.

Table 3 also shows that there is little difference in the way part-time faculty are notified about employment when comparing 1988 contracts with part-time/full-time units with 1988 contracts with part-time only units. In both cases most of the part-time faculty received notification of employment through a written contract or a letter of appointment.

Length of Appointment

Table 4 contains six choices to describe length of appointment given to part-time faculty who are recognized in the contract. The choices are: 1) temporary, 2) continuing or supplemental appointment after one year review, 3) combination of temporary and continuing appointments given to part-time faculty depending on length of service to the institution, 4) no provision/ provision excludes part-time faculty, 5) unclear, and 6) other. Table 4 shows that there is an increase from 40% in 1977 to 57% in 1988 in the number of contracts which stated that part-time faculty are only employed on a temporary basis.

Further, in comparing 1988 contracts with part only units (80%) to 1988 contracts with full-time/part-time units (54%), it is noted that 1988 part-time only units contain by far the largest percentage of contracts that provide only temporary appointments to part-time faculty. Even though there is no statistical significance in Table 4 when comparing the two types of 1988 units, it still appears that 1988 part-time only contracts are providing less job security than collective bargaining contracts which recognize both part and full-time faculty. For example, in 1988, there was evidence in 22% of the contracts

Table 4

Length of Appointments for Part-time Faculty

Length of Appointments	1 Part-time Full-time 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 Temporary Per Semester, Quarter or Academic Year Appointment	95(54%)	12(80%)	107(56%)	20(40%)
2 Continuing or Supplemental Appointment Possible After One Year	9(5%)	0	9(5%)	1(2%)
3 Combination of Temporary & Continuing Appointments Given to Part-time Depending on Length of Time at Institution	29(17%)	1(7%)	30(16%)	8(16%)
4 No Provision or Provision Excludes Part-timers	18(11%)	1(7%)	19(10%)	9(18%)
5 Unclear	21(12%)	0	21(11%)	7(14%)
6 Other	3(2%)	1(7%)	4(2%)	5(10%)
TOTAL	175	15	190	50
Chi Square*	6.841			11.749
Significance Level	N.S.			p <.05

* Chi Square tests for Columns 1 & 2 and 3 & 4.

that some part-time faculty had a status other than temporary. In the part-time only contracts of 1988, 7% (1) of the contracts included a provision which allowed some part-time faculty continuing appointments rather than temporary status.

Although continuing appointments for part-time faculty are not common in 1988 contracts (21%) they are noteworthy. Provisions for continuing contracts were most often found in four year private or public colleges/universities rather than in two year institutions. In those cases in which community colleges provided continuing contracts, the recognition statement for part-time faculty was narrowly defined so that only a very small number of part-time faculty could be recognized.

Three examples of four year colleges which provide for continuing contracts are: the Pratt Institute and the Fashion Institute of Technology in New York, and the Rhode Island School of Design. At Pratt Institute, a private college, a part-time faculty member is issued a Certificate of Continuous Employment after ten successful semesters of teaching. This Certificate of Continuous Employment is equal to tenure at Pratt. In order to receive the Certificate, the part-time faculty member must wish to be employed full-time. Once a Certificate is issued to a part-time faculty member,

Pratt is obligated to hire the faculty member full-time the next time a suitable position becomes available. It is not stated that the part-time faculty must teach a certain number of courses during the ten semester period, but upon receiving the Certificate, every attempt will be made to provide a 3/4 time workload. Those faculty who meet the criteria for a Certificate and do not wish full-time employment, can remain at Pratt as visiting lecturers. Thus, the Pratt Institute contract provides a pathway in which part-time faculty, through successful teaching, can become permanent full-time employees at this institution of higher education.

The Fashion Institute of Technology is a public college that is similar to Pratt because it also issues Certificates of Continuous Employment to part-time faculty. The Fashion Institute contract recognizes all part-time faculty. A part-time faculty member must have completed seventy-two (72) hours of part-time service, including fifty hours in any one department and have been reappointed for a seventy-third (73rd) hour in order to earn a Certificate. The Certificate can only be issued after three years of service and it is equal to tenure. But unlike Pratt, the part-time faculty member does not have to state a preference for

full-time employment in order to be issued the Certificate.

The Rhode Island School of Design contract was for part-time faculty only. In order to be recognized, the part-time faculty member must teach at least three semester hours for two consecutive semesters. This restriction is relatively minor and it would be expected that many part-time faculty would be part of the collective bargaining unit. At the School of Design, Part-time faculty members who have taught a total of fifteen Teaching Units or have taught for 5 years (not necessarily consecutive), whichever is first, shall if reappointed, be placed on a sequence of two two-year appointments and an unlimited number of three-year appointments. Although the two and three year appointments do not equate to tenure, the appointments provide for a level of job security not commonly found in contracts recognizing part-time faculty.

It must be noted that the provisions for continuing contracts occur in quite specialized schools. One of the reasons why the above three contracts provide job security for their part-time faculty, could be due to the idea that each of these institutions rely heavily on teachers who are highly

skilled specialists and who normally are gainfully employed in their field of expertise. This assumption is made because all three schools have many technical programs of study.

Finally, an example of a two-year public college contract which provides more than temporary appointments to part-time faculty is found in the Tompkins Cortland Community College contract. Tompkins, in New York, recognizes part-time faculty who maintain a 50% or greater course load. Since a normal full-time load is 10 courses a year, a part-time faculty member here would need to teach more than two courses per semester to be included in the union. It can be expected that there would be relatively few part-time faculty recognized by this contract. Nevertheless, those part-time faculty who have a teaching load of at least fifteen credits per year and are appointed for their fifth year, automatically receive a continuing appointment. Once made, the appointment continues until the faculty member's 70th birthday.

Academic Titles

Table 5 presents information on titles given to part-time faculty recognized in collective bargaining agreements. The six choices are: 1) no provision or

Table 5
Academic Ranks /Titles Given to Part-time Faculty

	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 No Ranks Specified "Faculty Member Term" Used or No Provision or Provision Excludes Part-time Faculty	104(59%)	6(40%)	110(58%)	18(26%)
2 Conventional Ranks Used	26(15%)	3(20%)	29(16%)	6(12%)
3 Adjunct Rank Only Given	5(3%)	5(33%)	10(6%)	4(8%)
4 Lecturer or Instructor Rank Only Given	15(9%)	0	15(8%)	10(20%)
5 Unclear	11(6%)	0	11(6%)	7(14%)
6 Other	14(8%)	1(7%)	15(8%)	5(10%)
TOTAL	175	15	190	50
Chi Square*	27.799		13.393	
Significance level	p<.01		p<.05	

* Chi Square tests for Columns 1 & 2 and 3 & 4.

identified only as faculty member, 2) conventional ranks, 3) adjunct rank, 4) lecturer or instructor rank, 5) unclear, or 6) other. In comparing 1988 contracts (58%) to 1977 contracts (26%), there is a trend toward not providing any specific titles to part-time faculty. In comparing 1988 contracts with part-time/full-time units (3%) to 1988 contracts with part-time only units (33%), it is noted that the title 'adjunct' is considerably more commonly used to identify faculty in part-time only units. The overall differences in both comparisons in Table 5 were found to be statistically significant.

Table 5 also shows that conventional academic ranks, instructor to professor, are not commonly given to unionized part-time faculty. In a comparison of all contract divisions in Table 5, the part-time only contracts had the highest percentage of agreements with the academic rank provision and that was only 20%. One reason that unionized part-time faculty do not hold academic ranks is because most higher education collective bargaining contracts cover two-year college faculty and, with the exception of the East, two-year colleges rarely utilize the conventional ranking system with faculty. For example, California community college colleges, alone, in which 25% of the nation's two-year college collective bargaining

contracts are found, do not utilize the conventional ranking system for any faculty.

Unionized part-time faculty sometimes hold conventional academic ranks at private and public 4 year colleges and universities. At Adrian College, Michigan, part-time faculty teaching half-time or better hold the same ranks as full-time faculty. At this private college, a part-time faculty member who obtains a full-time position continues in the same rank that he/she held as a part-time faculty member.

Unlike the Adrian example, one-half of the college and university contracts studied that provide academic rank for part-time faculty do so by setting up a parallel system to full-time faculty. In these cases, the full-time faculty member would be classified as an instructor or professor; the part-time faculty member would be classified as an adjunct instructor or adjunct professor. The term "adjunct" before a rank is the most common term used at two year and four year colleges. A notable exception is the University of Maine and University of Massachusetts, both of which use the term "part-time". Thus, at these two institutions eligible part-time faculty hold the rank of part-time instructor through part-time professor. In many contracts it is not stated whether a part-time faculty member maintains

the same academic rank upon becoming full-time. However, when it is stated often the new full-time faculty member does maintain the same rank held as a part-timer. This is the case at Suffolk County Community College in New York.

There are instances of collective bargaining agreements which provide unconventional ranking systems for part-time faculty. Two examples of note would be the contracts at Onondaga Community College, New York and Whatcom Community College, Washington. At Onondaga faculty who are not full-time are classified as either "adjunct" or "part-time". This classification is unusual because in most contracts all non full-time faculty are identified as either "adjunct" or "part-time" whereas in this one contract these two terms are differentiated, so that some non full-time faculty are termed "adjunct" and others termed "part-time". An adjunct faculty is hired on a semester basis with no expectation of continuing employment from one semester to the next. In contrast, part-time faculty perform all the duties of a full-time faculty member on a prorated basis determined by the number of credit hours assigned in a semester. In addition, they can only be dismissed for just cause.

At Whatcom, part-time faculty are classified as either regular part-time faculty or Faculty Associates. Faculty Associates are placed on the full-time salary schedule and are eligible for salary advancement on the same basis as full-time faculty. They are issued either quarterly or annual contracts. According to the contract, the designation "Faculty Associate" is based upon exceptional professional qualifications or special skills and services rendered in addition to the direct assignment. All faculty not classified as full-time or as a Faculty Associate are considered regular part-time faculty.

Promotion Policy

Table 6 provides information on the promotion provisions for part-time faculty recognized in collective bargaining agreements. Table 6 contains six choices: 1) no provision, provision excludes part-time, or unclear, 2) promotion includes progression through academic ranks, 3) promotion limited to applying for full-time positions when openings occur, 4) promotion available only through ranks of part-time faculty not full-time, 5) available but not specified in the contract, and 6) other. In comparing 1988 contracts (65%) to 1977 contracts (60%), it is evident that in the majority of these contracts no promotion provision

Table 6
Promotion Policy for Part-time Faculty

Promotion Policy	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 No Provision or Provision Excludes Part-timers or unclear	115(65%)	8(53%)	123(65%)	30(60%)
2 Yes, Promotion Includes Progression Through Academic Ranks	19(11%)	1(7%)	20(11%)	6(12%)
3 Promotion Limited to Applying for Full-time Position When Openings Occur	15(9%)	1(7%)	16(9%)	6(12%)
4 Promotion Available only through Ranks of Part-time Faculty not Full-time	17(10%)	4(27%)	21(11%)	1(2%)
5 Available but not Specified in the Contract	3(3%)	0	3(2%)	4(8%)
6 Other Promotion Provisions	6(3%)	1(7%)	7(4%)	3(6%)
TOTAL	175	15	190	50
Chi Square*	4.859		10.418	
Significance level	N.S.		N.S.	

* Chi Square tests for Columns 1 & 2 and 3 & 4.

was provided for part-time faculty. Where there is a difference, it would be that in 1988 contracts (11%), and especially in part-time only 1988 contracts (27%), promotion is available only through ranks of part-time faculty not full-time faculty. In 1977 contracts in which promotion was possible through the ranks, only 1 (2%) contract was noted in which part-time faculty were eligible only through a ranking system that was separate from the system for full-time faculty. Thus, there appears to be a small, although statistically insignificant, trend between 1977 and 1988 contracts in which promotion is available to part-time faculty, by creating criteria for promotion through ranks that is different from promotion criteria used for full-time faculty. In comparing promotion provisions in 1988 contracts with part-time only units to 1988 contracts with full-time/part-time units it is noted that there was no statistical significance found.

Duties Assigned

Table 7 describes the duties which can be assigned part-time faculty recognized in collective bargaining agreements. The five choices are: 1) no provision, provision excludes part-timers or unclear, 2) teaching, and holding office hours, 3) teaching, holding office hours, and advising students, 4) teaching, research,

and service, and 5) choice 4, holding office hours and advising students. In 1977 contracts (56%) and 1988 contracts (46%) it is evident that many contracts do not specify duties for part-time faculty. Specific

Table 7 Duties Assigned to Part-time Faculty				
Assigned Duties	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 No Provision or Provision Excludes Part-timer or Unclear	79(45%)	5(33%)	84(46%)	28(56%)
2 Teaching & Office Hours	39(22%)	8(53%)	47(25%)	2(4%)
3 Teaching/Holding Office Hours & Advising Students	18(10%)	0	18(10%)	9(18%)
4 Teaching/ Research/ Service	30(17%)	2(13%)	32(17%)	2(4%)
5 #4 Above Including Office Hours & Advising Students	9(5%)	0	9(5%)	9(18%)
TOTAL	175	15	190	50
Chi Square*	8.252		25.965	
Significance level	N.S.		p<.01	

* Chi Square tests for Columns 1 & 2 and 3 & 4.

duties are more commonly found in 1988 contracts with part - time only units (66%). In 1988,

this duty was found in only 15% of the contracts. Thus, there appears to be a movement in collective bargaining agreements away from part-time faculty having advisement of students as a central duty.

Additionally there are two generalizations concerning duties required of part-time faculty in 1988 collective bargaining agreements. Contracts that tended to narrowly define "part-time" usually were the ones which included the more diverse list of duties. For instance, Colby Community College, Kansas, requires that part-time faculty teach nine credits per semester in order to be included in the unit and also expects them to assist with final enrollment for the fall and spring semester, student registration, academic counseling, and advising. In addition, participation in college committees is considered a regular part of a part-time faculty member's duties.

Second, besides teaching and holding office hours, the next most predominant duty is attending organizational meetings for part-time faculty. The part-time only contracts at Coast Community College, California, Oakton Community College, Illinois, and Dutchess Community College, New York are examples of contracts which require attendance at a part-time orientation or general meeting each year. At Coast Community College, part-time faculty are paid \$25. to attend the meeting.

Assignment Protection

Contracts were examined for provisions that would protect the part-time faculty's teaching assignment. The greatest threat to an assignment is that it will be reassigned to a full-time faculty member because the full-time faculty member has had a course cancelled and needs to maintain a full-time load. The four choices in Table 8 are: 1) full-time given priority over part-time including replacing them, 2) no provision or provision excludes part-time, 3) unclear, or 4) protection provision. In the majority of 1988 (68%) and 1977 (74%) contracts the issue of protection of part-time assignments was not addressed or was not clear. However, the trend in 1988, both in the part-time/full-time unit (35%) and part-time only units (27%), is for the full-time faculty to have priority over part-time faculty including replacing them when necessary to maintain a full-time load. In 1977 only 16% of the contracts analyzed showed that full-time faculty were given priority over part-time faculty. This trend may account for the statistical significance found when comparing assignment protection provisions in 1988 contracts to the provisions in 1977 contracts.

Table 8
Protection Offered Assignments to Part-time Faculty

Protection Offered Part-time Assignment	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 Full-time Given Priority over Part-time Including Replacing Them	62(35%)	4(27%)	66(35%)	8(16%)
2 No Provision or Provision Excludes Part-time	68(40%)	9(60%)	77(41%)	31(62%)
3 Unclear	41(23%)	1(7%)	42(22%)	6(12%)
4 Protection Provision	4(3%)	1(7%)	5(3%)	5(10%)
TOTAL	175	15	190	50
Chi Square*	4.592		15.743	
Significance level	N.S.		p< .01	

* Chi Square tests for Columns 1 & 2 and 3 & 4.

Coupled with the decrease from 10% in 1977 to 3% in 1988 of the contracts that actually provided protection provisions for part-time assignments the overall movement in 1988 contracts is toward less protection for part-time assignments than in 1977.

Restrictions on Teaching Times

Contracts were examined to determine if part-time faculty were restricted to teaching only during certain times such as summer, evenings, or weekends. Table 9 shows that it was rare for part-time faculty to be restricted as to the time they could teach.

Restrictions were found in only 4% of the 1988

Table 9 Restrictions on the Time Part-time Faculty Teach				
Teaching Time Restrictions	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 No Provision Excludes Part-time or Unclear	168(97%)	15(100%)	183(98%)	47(94%)
2 Part-time Eligible only for Summer session or evening classes and/or weekend classes only	7(4%)	0	7(4%)	3(6%)
Total	175	15	190	50
Chi Square* Significance level	.623 N.S.		.583 N.S.	

* Chi Square tests for Columns 1 & 2 and 3 & 4.

contracts (none in 1988 part-time units) and 6% in 1977 contracts.

Quotas and Limits on Part-time Employment

Table 10 shows the number of contracts that put limits on when or how many part-time faculty may be employed. Three choices were used in the table: 1) no provision or provision excludes part-timers, 2) specific provision qualifies the number of or situations in which part-time faculty may teach or 3) unclear. When limits are used, it appears that they were implemented in order to protect full-time faculty positions. Statistically, there was no significance to the percentage changes in the comparison of contracts in Table 10. 1977 contracts (38%) and 1988 contracts (31%) contained some limitations on part-time faculty employment. Additionally, 40% of the 1988 part-time only contracts as compared to 30% of the 1988 part-time/full-time contracts, placed a limitation on the employment of part-time faculty. Thus, part-time faculty in 1988 part-time only units were more likely to find restrictions placed on their employment than part-time faculty in 1988 part-time/full-time units.

Examples of limitations in 1988 contracts are varied. According to the contract for St. Clair County Community College, Michigan, the institution will not use adjunct faculty for more than 35% of the faculty contact hours taught in the college credit division. At Saginaw Valley State University, Michigan, the

part-time faculty to full-time faculty ratio based on credit hours taught will not exceed 1:4 on an annual basis. The Bloomfield College,

Table 10 Quotas and Limits on Part-time Employment				
Hiring Policy	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 No Provision/ Excludes Part-timers	108(62%)	9(60%)	117(62%)	27(54%)
2 Specific Provision which Qualifies the Number of Part- Time faculty or situations in which Part-time Faculty may teach	53(30%)	6(40%)	59(31%)	19(38%)
3 Unclear	14(8%)	0	14(7%)	4(8%)
Total	175	15	190	50
Chi Square*	1.626		4.552	
Significance level	N.S.		N.S.	

* Chi Square tests for Columns 1 & 2 and 3 & 4.

New Jersey contract notes that the ratio of full-time to part-time faculty in 1988 must remain the same as established in the 1986-87 contract. In the Connecticut State University system contract, part-time

instruction may not exceed by more than 5% established ratios at individual state universities. These ratios ranged from 16.8 part-time faculty per hundred faculty to 22 part-time faculty per hundred faculty. Lastly, the contract of the Foot-DeAnza Community College District in California states that no more than 55% of teaching assignments can be given to part-time faculty in a year.

Employment Conditions Viewed as a Whole

If one steps back from the analysis of specific employment conditions and views the data as a whole, it is possible to make two general observations about employment condition provisions for part-time faculty recognized in 1988 agreements. The overall trend in 1988 contracts as compared to 1977 contracts appears to be toward providing only temporary employment status to part-time faculty and, as well, provisions which are more likely to differentiate part-time from full-time rather than a movement toward treating all faculty in the same way. As has been shown in the discussion, there has been an increase in 1988 provisions which state full-time faculty always have preference over part-time faculty in teaching courses and in the emergence of ranking systems separate from full-time faculty.

One possible reason for this trend may be the corresponding increase in contracts which recognize all part-time faculty- 39% in 1988 as compared to 20% in 1977. Broadening the recognition statement to include a larger number of part-time faculty may have resulted in the need for provisions which clarified the relationship of part-time faculty to the college and to full-time faculty. A second reason could be due to the rise of part-time only collective bargaining units. As noted, only one unit of this type of was identified in 1977; by 1988, 15 higher education contracts were composed of units which only included part-time faculty. The fact that the unit is separate from full-time provides for the opportunity for contract provisions to be developed separately from full-time provisions. Also, and most interestly, a large number (80%) of 1988 contracts with part-time only units provided no more than temporary employment for the represented faculty. It is possible, therefore, to generalize that the trend in employment conditions is toward providing part-time faculty temporary employment only and toward the development of employment conditions which are different, from rather than same as, those for full-time faculty.

Personnel Policies Relating to Part-time Faculty

Items 12 through 21 on the coding instrument provided for an analysis of personnel policies for part-time faculty recognized in the collective bargaining agreements. They included information on tenure eligibility, seniority, performance evaluation, notice of reappointment, grievance procedure,

Table 11
Tenure Eligibility Provision for Part-time Faculty

Tenure Eligibility	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 No Policy	60(34%)	12(80%)	72(38%)	20(40%)
2 Excludes Part-time Faculty	92(53%)	3(20%)	95(50%)	19(38%)
3 Tenure Available for Part-time faculty	16(9%)	0	16(9%)	2(4%)
4 Unclear	7(4%)	0	7(4%)	9(18%)
Total	175	15	190	50
Chi Square*	12.523		14.447	
Significance level p <.01			p <.01	

* Chi Square tests for Columns 1 & 2 and 3 & 4.

participation in Governance, and retrenchment Tables 11 through 17 describe these provisions and compare them among the four contract divisions.

Tenure Eligibility

Contracts were examined for provisions which allowed part-time faculty to be eligible for tenure. The four choices provided in Table 11 were: 1) no policy for full-time or part-time in the contract, 2) tenure excludes part-time faculty, 3) tenure available for part-time faculty, and 4) unclear. In comparing 1988 contracts (9%) to 1977 contracts (4%), it becomes clear that in both instances very few contracts contained a provision about tenure eligibility for part-time faculty. It is noted that in 1988 contracts with part-time only units none contained a tenure eligibility provision for part-time faculty. There was movement in 1988 contracts (50%) as compared to 1977 contracts (38%) toward specifically excluding part-time faculty from being eligible for tenure.

The 1988 contracts which provided a tenure provision had certain things in common. Eleven of the sixteen contracts which addressed tenure for part-time faculty, represented part-time faculty at four year colleges and universities. Most significantly, in all cases, faculty needed to teach at least 50% of a

full-time course load to be recognized in the contract. Some typical examples of contracts that included a tenure provision for part-time faculty are: Tompkins & Cortland Community College, New York; Wayne State University, Michigan; and Moore College of Art, Pennsylvania.

Seniority

Table 12 delineates the provisions for seniority for part-time faculty in collective bargaining agreements. It also indicates whether, given a seniority system, the part-time faculty can have seniority over full-time faculty and other part-time faculty or just over part-time faculty. The seniority provision being reported here pertains to the hierarchical order used in the assignment of courses rather than seniority as it pertains to retrenchment which is addressed elsewhere. The four choices in Table 11 are: 1) Senior part-timers have preference over Junior part-timers but all full-timers have preference over part-timers, 2) no provision or seniority not applicable in determining teaching assignments, 3) provision excludes part-time faculty or unclear, 4) full-time and part-timers are in a common pool and senior faculty have preference over junior faculty or other. When comparing 1977 contracts (72%) to 1988

contracts (61%), it is found that there is still a majority of contracts that either contain no seniority provision or the seniority provision excludes part-time faculty. However, the percentage of 1988 contracts with no specific seniority provision is considerably lower than in 1977 and is perhaps the reason that the comparison of seniority provisions in 1977 and 1988 contracts was found to be statistically significant.

The most noteworthy finding from Table 11 is that 1988 contracts recognizing part-time faculty only, included a seniority system much more often than other contracts. 80% of the 1988 part-time only contracts gave part-time faculty some seniority rights as compared to 30% of the 1988 part-time/full-time unit contracts and only 24% of the 1977 contracts.

Also, noteworthy is the fact that in the 1988 contracts recognizing part-time faculty only the majority (67%), gave senior part-time faculty preference over junior part-time faculty, but all full-time faculty have preference over part-time faculty. This means in institutions covered by these contracts, full-time faculty receive their assignments and then part-time faculty are given assignments based on a seniority system which prioritizes the part-time

Table 12
Seniority System Provision for Part-time Faculty

Seniority System	1 Part-time Full-time Unit 1988	2 Part-time only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 Senior Part-Timers have Preference over Junior Part-timers but all Full-timers have Preference over Part-timers	38(16%)	10(67%)	48(25%)	10(20%)
2 No Policy seniority not applicable in deciding Assignments	42(24%)	3(20%)	45(23%)	23(42%)
3 Provision Excludes Part-time Faculty or Unclear	72(41%)	0	72(38%)	15(30%)
4 Full-time & Part-timers are in a common pool and Senior Faculty have Preference over Junior Faculty /Other	23(14%)	2(13%)	25(13%)	2(4%)
Total	175	15	190	50
Chi Square*	17.319		11.042	
Significance level	p<.01		p<.01	

* Chi Square tests for Columns 1&2 and 3&4.

faculty not on length of service but some other criteria- such as successful classes taught.

An additional observation is the increase (from 4% in 1977 to 13% in 1988) in contracts in which the seniority rights of part-time faculty were the same or almost the same as for full-time faculty so that there was the possibility that a senior part-time faculty member could receive a course assignment before a junior full-time faculty member.

The 1988 contracts that had the same seniority provisions for part-time as for full-time faculty also had other characteristics in common. Most of the contracts originated in Michigan or Wisconsin and recognized faculty at four year colleges and universities. Often, part-time faculty in these contracts were narrowly defined. For example, Madison Area Technical College, Wisconsin defines contractual teachers as professional classroom teachers teaching at least 50% of a normal teaching schedule. It defines seniority simply as the length of continuous service as a contractual teacher in the district. Other college contracts, which narrowly defined part-time, but gave the same seniority rights to both full-time and part-time include the Alaska Community College system, Gateway Technical College, Wisconsin, Western Michigan

University, Ferris State University, and Northern Michigan University.

Performance Evaluation

The purpose of Table 13 is to clarify whether a performance evaluation provision specifically directed toward part-time faculty was present in 1988 higher education contracts. Performance evaluation is used to determine whether a part-time faculty member should be

Table 13 Performance Evaluation of Part-time Faculty				
Performance Evaluation	1 Part-time Full-time Unit 1988	2 Part-time only unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 Performance Evaluation Provision	108(61%)	9(60%)	117(61%)	28(56%)
2 No Provision or Provision Excludes Part-timers	39(22%)	5(33%)	44(23%)	14(28%)
3 Unclear	28(16%)	1(7%)	29(15%)	8(16%)
Total	175	15	190	50
Chi Square*	1.522		.602	
Significance level	N.S.		N.S.	

* Chi Square tests for Columns 1 & 2 and 3 & 4.

rehired or, in some cases, given an increase in pay.

The three choices in Table 13 are: 1) provision for

performance evaluation, 2) no provision or provision excludes part-timers, or 3) Unclear. The changes in Table 13 were not statistically significant. It was found that 60% of 1988 contracts and 56% of 1977 contracts did have a performance evaluation provision. However, a further examination of contracts with performance evaluation does show a possible trend toward performance evaluation based on student and administrative review rather than on faculty peer review evident in 1977 contracts. In 1977, 22% of the contracts had a faculty review committee as part or all of the performance evaluation. This method was evident in only 6% of the 1988 contracts. Conversely, in 1977 administrative and/or student review was part of 22% of performance evaluation provisions, while in 1988 these same means of faculty performance evaluation were evident in 49% of the contracts studied. This change may be due to the effects of the Yeshiva decision which limited the ability of private colleges and universities to bargain collectively. Many private universities have faculty peer review as a part of their evaluation procedure. This change may also be a natural outcome of collective bargaining in which a management/labor model for evaluation is adopted over more traditional collegiate models.

Notice of Reappointment

Table 14 clarifies whether a provision exists that provides for a notice of reappointment of part-time faculty. Essentially, a notice of reappointment provision indicates how far in advance of an upcoming quarter, semester, or academic year a part-time faculty member is appointed to specific courses. The three choices in Table 14 are: 1) no provision or excludes part-timers, 2) notice of reappointment sent within a specified time period, or 3) unclear. In comparing 1977 contracts (72%) to 1988 contracts (75%), both had a large number of contracts with no reappointment provision for part-time faculty.

However, in comparing the 1988 contracts with full-time/ part-time units to 1988 contracts with part-time only units reveals an interesting distinction. In this analysis 54% of the part-time only contracts contained a specific reappointment provision compared to 22% of the 1988 contracts recognizing full and part-time faculty as one unit. In the 1988 part-time only contracts it is most common that part-time faculty are told weeks or months before the start of class of their appointment.

Table 14 Notice of Reappointment of Part-time Faculty				
Notice of Reappointment	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 No Provision or Excludes Part-timers	92 (53%)	3 (20%)	95 (50%)	23 (46%)
2 Notice of Reappointment Sent within a Specified Time Period	39 (22%)	8 (54%)	47 (25%)	14 (28%)
3 Unclear	44 (25%)	4 (27%)	48 (25%)	13 (26%)
Total	175	15	190	50
Chi Square*	8.326		.303	
Significance level	p <.05		N.S.	

Chi Square tests for Columns 1 & 2 and 3 & 4

Grievance Procedure

Table 15 displays the extent part-time faculty are eligible for grievance procedures and shows as well, the final allowable step in a grievance procedure. The three choices in Table 15 are: 1) Eligible for formal grievance procedures including arbitration, 2) Eligible for grievance procedures but excludes arbitration, or 3) no provision or provision excludes part-timers or unclear. Nearly all contracts in 1977 and 1988 contain a grievance procedure and it is especially

Table 15
Grievance Procedure for Part-time Faculty

Grievance Procedure	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 Eligible for Formal Grievance Procedures including Arbitration	147(84%)	14(93%)	161(85%)	43(86%)
2 Eligible for Grievance Procedure but excludes Arbitration	22(13%)	1(7%)	20(11%)	5(10%)
3 No Provision/ Excludes Part-timers/ Unclear	6(3%)	0	6(3%)	2(4%)
Total	175	15	190	50
Chi Square*	1.055		.242	
Significance level	N.S.		N.S.	

* Chi Square tests for Columns 1 & 2 and 3 & 4.

noted 100% of the 1988 contracts with part-time units had a specific grievance procedure in their contracts.

In most contracts the final allowable step was binding arbitration. With binding arbitration, a third party makes the final decision on a grievance. It was common to find statements limiting the rights of part-time faculty to use binding arbitration. For instance, at the Cabrillo Community

College District, California, part-time faculty could not bring to arbitration the grievance of not receiving a course. Also, especially in California, arbitration was only advisory and the President or Board of Trustees had the final ruling. Examples of California colleges or college districts where the President or Board of Trustees had the final ruling in a grievance procedure included: Mt. San Antonio College, Rio Hondo Community College, San Mateo Community College, Rancho Santiago Community College District, and the Los Rios Community College District.

Participation in Governance

Contracts were examined for provisions that would allow part-time faculty to participate in college governance. The three choices in Table 16 are: 1) no provision or provision excludes part-timers, 2) provision specifies some level of participation by part-timers and 3) unclear.

Table 16 is designed to show whether a provision exists which allows part-time faculty a role in the governance of the college. In a comparison of 1988 and 1977 contracts, fewer 1988 contracts (24%) contained a specific provision than those in 1977 (32%). Additionally, 11% of the 1988 contracts specifically excluded part-time faculty from having a role in governance as compared to only 2% in the 1977 contracts. These changes reflect an overall trend in 1988 contracts when

Table 16
Participation in Governance by Part-time Faculty

Participation in Governance	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 No Provision or Provision Excludes Part-timers	109 (63%)	8 (53%)	117 (62%)	20 (40%)
2 Provision specifies some level of Par- ticipation by Part- timers	38 (22%)	6 (40%)	44 (24%)	16 (32%)
3 Unclear	28 (16%)	1 (7%)	29 (15%)	14 (28%)
Total	175	15	190	50
Chi Square*	2.962		8.047	
Significance level	N.S.		p<.05	

* Chi Square test for Columns 1&2 and 3&4.

compared to 1977 contracts toward defining a separate role for part-time faculty apart from full-time faculty.

Even though no statistical significance in governance provision changes when comparing 1988 full-time/part-time units to 1988 part-time only units was determined, it is still interesting to note that 40% of 1988 part-time only contracts as compared to 22% of 1988 full-time/part-time contracts specified a governance provision. Thus, faculty in contracts containing part-time only are given a clearer statement of how they are expected to

relate to the governance of the college. Typical examples of governance provisions are found in part-time only unit contracts such as those from Oakton Community College, Illinois, University of Maine, and Chemeketa Community College, Oregon. At Oakton, part-time faculty may attend academic and departmental meetings. Similarly, at University of Maine, part-time faculty may participate in college, department, division and other committee and council meetings if they request to do so. Finally, at Chemeketa, their contract states that part-time faculty may be included on any committee established by the college to review curriculum, program, or course changes.

Almost all other contracts in this category were from New York, Michigan, and Washington. In New York and Michigan the contracts most often came from four year private colleges or two and four year public colleges which recognized only part-time faculty who taught extensively at the college; in other words, part-time faculty who taught at least two courses each and every semester. Examples of the New York contracts with provisions addressing governance and part-time faculty are found at: Adelphi University, Adirondack Community College, Bard College, Fashion Institute of Technology, Hofstra University, and Tompkins-Cortland Community College. Examples of Michigan contracts containing provisions defining a role in governance for part-time

faculty are: Adrian College, Gogebic Community College, Northern Michigan University, Schoolcraft Community College District, and St. Clair County Community College District.

Retrenchment

Another personnel policy of interest was retrenchment. Retrenchment occurs during a period of fiscal exigency when colleges layoff employees as one means of reducing expenses. Table 17 provides four choices regarding retrenchment: 1) no provision or provision excludes part-time faculty, 2) part-time faculty will be retrenched before any full-time faculty, 3) part-time faculty not always retrenched before full-time faculty, and 4) unclear.

A comparison between 1977 contracts (18%) and 1988 contracts (45%) shows an increase in the percentage of 1988 contracts that either contain no retrenchment provision that applies to part-time faculty or the stated provision specifically excludes part-timers. There is also a decrease in 1988 contracts (27%) from 1977 contracts (36%) in provisions which allow some part-time faculty to be employed while some full-time faculty are retrenched.

In a comparison of the two types of 1988 contracts in this study, those with part-time/full-time in the unit to

part-time only in the unit, the difference is even more evident. In 93% of the 1988 part-time only contracts there is no mention of a retrenchment provision as compared to 40% with no provisions in 1988 full-time/part-time contracts. In the one part-time only contract that did have a retrenchment policy, it was stated all part-time faculty

Table 17
Retrenchment Clause for Part-time Faculty

Retrenchment Clause	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 No Provision/ Excludes Part- time Faculty	70 (40%)	14 (93%)	84 (45%)	9 (18%)
2 Part-time Faculty will be Retrenched before any Full-time Faculty	32 (17%)	1 (7%)	33 (17%)	20 (40%)
3 Part-time Faculty not always Retrenched before Full- time Faculty	52 (31%)	0	52 (27%)	18 (36%)
4 Unclear	21 (12%)	0	21 (11%)	3 (6%)
Total	175	15	190	50
Chi Square*	16.222		18.222	
Significance level	p<.01		p<.01	

* Chi Square tests for Columns 1&2 and 3&4.

will be retrenched before any full-time faculty. 1988 part-time only contracts contain no retrenchment clause because the faculty being represented are considered temporary employees, who do not have a right to continuous employment. Therefore, as they have no rights for continuous employment, they have no special retrenchment treatment.

Written provisions which allowed for part-time employment while full-time faculty were retrenched occurred in less than one-third of the contracts in 1977 and 1988. This type of retrenchment clause is empowering for part-time faculty. Ferris State University in Michigan provides an important example. At Ferris, Board appointed part-time faculty who are employed for at least 1/2 of the average load for their department, are recognized in the contract. The order of layoff or retrenchment at Ferris State is:

1. Temporary Part-time
2. Temporary Full-time
3. Part-time Tenure-Track Bargaining Unit Members
4. Full-time Tenure Track Bargaining Unit Members
5. Non-tenured "Probationary" Bargaining Unit Members
6. Part-time Tenured Bargaining Unit Members
7. Full-time Tenured Bargaining Unit Members

Personnel Policies Viewed as a Whole

If one steps back from the analysis of specific personnel policies and views the data as a whole, general observations about the differences in personnel policies when comparing 1988 contracts to 1977 contracts and when comparing 1988 contracts with part-time units to 1988 contracts with full-time/part-time units are possible. One would be the continued observation of the trend in 1988 contracts toward provisions which are specifically different for part-time than for full-time. The increase in provisions excluding part-time from tenure eligibility from 38% in 1977 contracts to 50% in 1988 is an example. Likewise, the increase in contracts, 18% in 1977 to 45% in 1988, in which either no provision for retrenchment exists or part-time are specifically excluded provides another instance of separateness from provisions affecting full-time faculty. The decline in 1988 contract provisions which provide a role in governance for part-time faculty is a final example. One area that does not clearly support the above contention about personnel policies is seniority provisions. Here a small increase exists in 1988 contract provisions which have full-time and part-time faculty in the same seniority pool when compared to 1977 contract provisions. Overall, however, it appears that the trend in 1988 contracts is toward the creation of provisions for

faculty who are part-time to be different from faculty who are full-time.

A second observation is quite different from the first and concerns the comparison of part-time/full-time units to part-time only units in 1988 contracts. Personnel policies for part-time faculty are much more often stated in 1988 contracts with part-time only units than in 1988 contracts with full-time/part-time units. For example, part-time faculty in 1988 part-time only units have a much greater opportunity to know, through contract provisions, their ranking on a seniority list and would be more sure of reappointment intervals than would their counterparts in 1988 part-time/full-time units. Also part-time faculty in part-time only units are more apt to be able to participate in college governance because of a specific contract provision.

If a part-time faculty member is content with temporary employment status (which is all that the majority of 1988 part-time only units contracts provide) then it is probable that the clear and precise personnel policies in a 1988 part-time only contract would be more to the liking of the part-time faculty member than personnel policies found in 1988 full-time/part-time contracts.

Compensation, Fringe Benefits, and Access to Facilities

Items 22 through 36 on the coding instrument provided for an analysis of compensation, fringe benefits, and access to facilities for part-time faculty recognized in the 1988 collective bargaining agreements. Provisions explored in these categories included: salary basis for part-time faculty, eligibility for fringe benefits, health and medical insurance, medical disability insurance, life insurance, sick leave without pay/ with pay, personal and/or professional leaves of absence with/without pay, sabbatical leave, maternity leave, retirement, reimbursement for instructional or travel expenses, other fringe benefits for part-time faculty, access to office space, and access to parking. Tables 18 through 30 describe these provisions and compare them among the four contract divisions.

Compensation

Because of the importance of financial reward in the work world, provisions in contracts which addressed compensation were the most interesting provisions to analyze. Table 18 provides four choices to identify the basis used to distribute earnings to part-time faculty: 1) salary schedule or other, 2) pro-rated to full-time, 3) flat rate: per credit or contact hour or course or 4) no provision/excludes part-time faculty/unclear.

Table 18
Compensation for Part-time Faculty

Compensation for Part- Time Faculty	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 Salary Schedule	71(40%)	12(82%)	83(44%)	13(26%)
2 Pro-rated to Full- time	39(22%)	0	39(21%)	15(30%)
3 Flat Rate Per Credit/ Contact hr/ Course	31(17%)	2(14%)	33(17%)	10(20%)
4 No Provision/ Excludes Part- time Faculty/ Unclear	34(20%)	1(7%)	35(18%)	12(24%)
Total	175	15	190	50
Chi Square*	8.372		5.457	
Significance level	p<.05		N.S.	

* Chi Square tests for Columns 1&2 and 3&4.

First, it can be seen that a compensation provision is very common in all higher education contracts: 76% in 1977 contracts; 82% of all 1988 contracts; and 93% of 1988 contracts that recognize part-time faculty only.

In comparing 1977 contracts (26%) to 1988 contracts (44%) there appears to have been a movement toward implementing salary schedules for part-time faculty which are constructed so that faculty can increase their income based on such factors as length of service and educational

attainment. The salary schedule movement is led by 1988 contracts with part-time only units. This observation is supported by the fact that 82% of the part-time only contracts contained a salary schedule provision as compared to 40% of the part-time/full-time units in 1988. The differences in compensation provisions between the two types of 1988 contracts was found to be statistically significant. In addition, a further comparison of the basis used to determine salary in 1977 contracts and 1988 contracts shows the use of all other methods (flat rate, prorated pay) decreased in 1988.

The salary schedules analyzed in this study ranged widely in their construction. Salary schedules were often based on one of the following: length of service, length of service plus one or more other criteria, or academic rank. Three examples of contracts which contained salary schedules based on length of service were Adelphi University, New York, Grossmont-Cuyamaca Community College District, California, and Westchester Community College, New York. In 1988, at Adelphi, a part-time instructor was paid \$1278 for a three credit course through semester five, \$1479 for semesters six to ten, and \$1618 after semester ten. Additionally, if voted by a majority of the department, a part-time faculty member completing seven years of service could receive an additional 10% salary increase. At Grossmont-Cuyamaca, the salary schedule used hourly rates

from \$25.44 to \$38.94. Their part-time faculty advance one step by completing one course per semester for two semesters. At Westchester, the salary schedule has hourly rates like Grossmont-Cuyamaca, and increases levels similar to Adelphi. In 1988, at Westchester part-time faculty were paid \$35.50 per hour for the first twelve semesters, \$39.00 per hour from twelve to twenty semesters and \$42.25 after semester twenty-one.

Most California community college 1988 contracts contained salary schedules based on length of service and educational achievement. Representative California contracts in this category included: Cabrillo Community College District, Pasadena Area Community College, Santa Monica Community College, Saddleback Community College District, Southwestern College, and Yuba Community College District. For instance, at Yuba the salary schedule consisted of six columns and thirteen rows. Each column represented a level of academic attainment with column 1 being less than BA + 30 and column 6 being MA + 60. Each row was represented a specific number of semesters taught. Part-time instructors could increase their salary in two ways: length of service and/or attainment of academic credentials. In 1988, hourly salaries ranged from \$21.10 to \$39.40.

Berklee School of Music, Massachusetts, Nassau Community College, New York, and University of Maine have contracts that base academic salary on Academic Rank. For example, at the Berklee School of Music, the salary schedule shows first a yearly salary and then an hourly salary for each of the academic ranks-instructor to full professor. In 1988, part-time salaries ranged from \$14.58 to \$28.57 per hour.

In 21% of the 1988 contracts and in 30% of the 1977 contracts, proration to a full-time salary was the only method used to determine compensation for part-time instruction. In this approach, a part-time faculty member is paid a portion of a full-time salary based on the percent of a full-time load taught by the part-time faculty member. Usually, but not always, a part-time faculty member paid on a pro-rated basis is also expected to assume duties similar to a full-time faculty member such as advising and curriculum development. Almost all of the 1988 contracts in this category narrowly defined the part-time faculty included in the contract and many were four year colleges and universities. Also contracts that provided for prorated pay, expected that the part-time faculty member would assume other duties similar to full-time faculty, such as holding scheduled office hours and serving on college committees. Examples of 1988 contracts which base part-time compensation on full-time salaries are: University of Medicine and

Dentistry of New Jersey, Pennsylvania State College and University Faculty, State University of New York, Montana College, Mt. Hood Community College (part-time/full-time contract), Montana University System, Rogue Community College, California, and Western States Chiropractic College.

Flat rate pay, the third method of compensation, was used in 20% of the 1977 and in 17% of the 1988 contracts. In some instances the rate was based on contact hours, while other contracts based their single rate on credit/semester/quarter hours and still others based the rate on a flat fee per course. Examples of colleges which used flat hourly rates in 1988 are: Community College of Spokane, Washington (\$18.86/hr); Napa Community College District, California (\$24.50/hr); Hartnell College, California (\$27.34/hr); and American University, Washington, D.C. (\$42.00/hr). Flat rates per credit hour in 1988 varied as widely as hourly rates and included examples such as: Jamestown Community College, New York (\$180.00/credit hr); Danville Area Community College District, Iowa (\$300.00/credit hr); Trocaire College, New York (\$330.00/credit hr); Hudson Community College (\$470.00/credit hr); and University of Northern Iowa, (\$700.00/credit hr). The variability in the rate of pay is further exemplified when looking at Tacoma Community College in Washington where a part-time faculty member in 1988 was

paid a flat \$1,008.00 per three credit course, and at Rodger Williams College, in Rhode Island where a part-time faculty member was paid \$1,800.00 per three credit course.

Fringe Benefits for Part-time Faculty

Fringe benefits are defined as payment beyond wages or salary, in the form of insurance, paid leaves, pensions, travel reimbursements, educational allowances, and other non wage or salary payments. Perhaps the most unusual fringe benefit found in this analysis was contained in the 1988 contract at Franklin Pierce College, New Hampshire. This contract contains a fringe benefit provision which allows both part-time and full-time faculty members to remove, at their own expense, three cords of wood from college property each winter. Table 19 indicates the percentage of contracts which provide fringe benefits to part-time faculty and whether all or only part of the part-time faculty recognized in the contract are eligible for the benefits. Therefore four choices were contained in this table: 1) part-time faculty eligible for fringe benefits, 2) eligibility limited to certain types of part-timers, defined differently from the recognition statement, 3) no provision/provision excludes part-timers/unclear or 4) other.

In 1988 contracts (81%) as compared to 1977 contracts (56%) provided at least one fringe benefit to at least some of the part-time faculty. In comparing 1988 contracts with

part-time /full-time units to 1988 contracts with part-time only units, it is found that at least one fringe benefit is available to some part-time faculty in over 80% of both

Table 19
Fringe Benefits for Part-time Faculty

Fringe Benefits	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 Part-time Faculty Eligible for a Fringe Benefit	95(54%)	10(67%)	105(55%)	19(38%)
2 Eligibility Limited to Certain Types of Part-timers, defined differ- ently from the Recognition Statement	47(27%)	2(14%)	49(26%)	9(18%)
3 No Provision/ Excludes Part- Timers/Unclear	30(17%)	3(20%)	33(17%)	16(32%)
4 Other	3(2%)	0	3(2%)	6(12%)
Total	175	15	190	50
Chi Square*	1.685		18.865	
Significance level	N.S.		p< .01	

* Chi Square tests for Columns 1&2 and 3&4.

types of contracts. Where there is a difference, it can be attributed to a higher incidence of fringe benefits being applicable to all part-time faculty recognized in 1988 contracts with part-time only units (67%) than in 1988

contracts with full-time/part-time units (55%). Thus, there is a greater likelihood in 1988 contracts with full-time/part-time units that fringe benefits, where applicable, will only apply to a portion of the part-time faculty recognized in the contract.

Health and Medical Insurance

Contracts were examined for provisions which would make health and medical insurance available to part-time faculty. In Table 20, six choices were used to clarify health and medical insurance provisions: 1) part-timers eligible, institution pays some or all of premium, 2) eligible, but part-time faculty pays full premium, 3) eligible, but limited to certain types of part-time faculty beyond the recognition statement, 4) no provision/provision excludes part-timers, 5) other, or 6) unclear.

Table 20 shows that 47% of 1988 contracts, as compared to 40% of 1977 contracts, contain a provision in which at least some of the health and medical insurance premium is paid for at least some of the part-time faculty recognized in the contract. Another 9% of the 1988 contracts, as compared to no 1977 contracts, provide this insurance coverage, if the part-time faculty pay the entire premium

Table 20
Health and Medical Insurance Provisions for Part-time Faculty

Health & Medical Insurance Provisions	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 Eligible Institution pays some or all of Premium	49(29%)	1(7%)	50(27%)	12(24%)
2 Eligible but Part-time Faculty pays full Premium	13(7%)	4(27%)	17(9%)	0
3 Eligible but limited to certain types of Part-time Faculty beyond the Recognition Statement	38(22%)	1(7%)	39(20%)	8(16%)
4 No Provision/ or Excludes Part-timers	34(19%)	9(60%)	43(22%)	16(32%)
5 Other	10(6%)	0	10(5%)	3(6%)
6 Unclear	31(18%)	0	31(16%)	11(22%)
Total	175	15	190	50
Chi Square*	23.189		7.154	
Significance level	p<.01		N.S.	

* Chi Square tests for columns 1&2 and 3&4.

So, between 1977 and 1988 there appears to be at least a modest movement toward contract provisions which address health and medical insurance for some part-time faculty, although the differences are not statistically significant.

In comparing 1988 contracts with a full-time/part-time unit to 1988 contracts with a part-time only unit, it is clear that it is less common to find provisions regarding health and medical insurance in 1988 part-time only units (41%) than in 1988 full-time/part-time units (58%). Also, in only two (14%) 1988 part-time only contracts did the institution pay some or all of the premium for some part-time faculty. This finding is another example which supports the idea that 1988 contracts with part-time only units consider the part-time faculty exclusively as temporary employees who receive benefits such as health insurance in some way other than from employment as part-time faculty.

Medical Disability Insurance

Table 21 delineates the percentage of contracts which provide a medical disability insurance provision for part-time faculty across the four contract

Table 21 Medical Disability Provision for Part-time Faculty				
Medical Disability Provision	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 No Provision/ or Excludes Part-timers	84(48%)	14(94%)	98(52%)	20(40%)
2 Eligible Institution pays some or all of Premium	24(13%)	0	24(13%)	7(14%)
3 Eligible but Part-time Faculty pays Full Premium	18(10%)	0	18(9%)	0
4 Eligible but limited to Certain Types of Part-time Faculty beyond the Recognition Statement/ Other	12(7%)	1(7%)	13(7%)	10(20%)
5 Unclear	37(21%)	0	37(20%)	13(26%)
Total	175	15	190	50
Chi Square*	12.277		13.832	
Significance level	p<.05		p<.01	

* Chi Square tests for Columns 1&2 and 3&4.

divisions. The five choices for Table 21 are: 1) no provision or provision excludes part-timers, 2) part-timers eligible, institution pays some or all of premium, 3)

eligible, but part-time faculty pays full premium, 4) eligible but limited to certain types of part-time faculty beyond the recognition statement/other, or 5) unclear.

Medical disability insurance is not commonly stated as a provision in 1988 contracts (30%) and is almost non-existent (7%) in 1988 contracts with part-time only units. The table shows that 72% of 1988 contracts compared to 66% of 1977 contracts contained no clear provision providing medical disability insurance on any basis to part-time faculty. There is a decrease, in general, in the number of 1988 contracts which provide provisions addressing medical disability when compared to 1977 contracts. In Table 21, both comparisons, 1988 part-time/full-time contracts to 1988 part-time only contracts and 1988 contracts to 1977 contracts were found to be statistically significant.

Life Insurance

Table 22 demonstrates the percentage of contracts which contain a life insurance provision for part-time faculty. The choices were the same as those used to identify medical disability provisions. Similar to the finding with the medical disability provisions, a life insurance provision for part-time faculty is not common, exemplified by the fact that 31% of the 1988 contracts, as compared to 32% of the

1977 contracts, contained a provision in which the college institution paid at least some of the premium for at least

Table 22
Life Insurance Provision for Part-time Faculty

Life Insurance Provision	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 No Provision/ or Excludes Part-timers	55(32%)	9(60%)	64(34%)	18(36%)
2 Yes, Eligible but Limited to Certain Types of Part-time Faculty beyond the Recognition Statement	39(22%)	2(13%)	41(22%)	5(10%)
3 Yes, Eligible Institution pays some or all of Premium	17(9%)	0	17(9%)	11(22%)
4 Yes, Eligible but Part-time Faculty pays Full Premium/ or Other	22(13%)	4(27%)	26(14%)	3(6%)
5 Unclear	42(24%)	0	42(22%)	13(26%)
Total	175	15	190	50
Chi Square*	10.923		10.809	
Significance level	p<.05		p<.05	

* Chi Square tests for Columns 1&2 and 3&4.

some of the part-time faculty recognized by the contract.

The Bard College 1988 contract stands as a typical example

of a collective bargaining agreement which has life insurance coverage as a benefit to part-time faculty. This New York contract, at a four year private school, recognizes only part-time faculty who hold a 6/13 or larger teaching contract. Bard is a likely example as it is both private and demands a fairly heavy teaching load in order to be recognized in the unit and thereby qualify for the fringe benefit.

In only 13% of the 1988 contracts with part-time only units, as compared to 32% of the contracts with full-time/part-time units, was there a provision outlined in which at least some of the life insurance premium was paid by the college for at least some of the part-time faculty. This finding concerning life insurance provisions for part-time faculty in 1988 contracts with part-time only units is consistent with the medical disability finding for the same 1988 part-time only units.

Sick Leave

Table 23 clarifies whether a sick leave provision for part-time faculty is common in contracts. Table 23 provides four choices: 1) part-timer eligible with pay, 2) no provision or provision excludes part-timers, 3) all other provisions such as eligible without pay or only a limited number part-time faculty recognized in the contract are eligible and 4) unclear.

Table 23
Sick Leave Provision for Part-time Faculty

Sick Leave Provision	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 Eligible with Pay	120(68%)	7(47%)	127(67%)	25(50%)
2 No Provision/ or Excludes Part-timers	36(21%)	5(33%)	41(21%)	14(28%)
3 All Other Provisions Including Eligible Without Pay	8(5%)	3(20%)	11(6%)	7(14%)
4 Unclear	11(6%)	0	11(6%)	4(8%)
Total	175	15	190	50
Chi Square*	8.513		6.353	
Significance level	p<.05		N.S.	

* Chi Square tests for Columns 1&2 and 3&4.

Sick leave is the most common fringe benefit afforded to part-time faculty in contracts supported by the data that 73% of 1988 contracts and 64% of 1977 contracts contained a provision which allowed at least some of the part-time faculty recognized in the contract sick leave. Similarly, 73% of 1988 contracts with part-time/ full-time units, as compared to 66% of 1988 contracts with part-time only units, contained a provision which allowed sick leave for part-time faculty. One difference between the two types of 1988

contracts is the greater percentage of 1988 (68%) part-time/full-time unit contracts than 1988 (47%) part-time only units that allow sick leave with pay. In other words, there is a percentage of 1988 part-time only units in which a part-time faculty is allowed to take sick leave without loss of pay only if the part-timer arranges for a suitable substitute or makes up the lost class time.

The amount of sick leave with pay varies from contract to contract. At Tacoma Community College, Washington, one day of sick leave is given per quarter. In the Cabrillo Community College District, California contract, two sick days are provided part-time faculty each semester. These California contracts, Chabot College, Monterey Peninsula Community College, and Rio Hondo Community College, prorate sick leave to part-time faculty according to the percentage of a full-time load taught by the part-time faculty member. Other contracts, such as Westchester Community College, New York and Gogebic Community College, Michigan have sick leave banks to which part-time faculty both contribute and borrow.

Personal Leave

Contracts were examined for provisions which made personal leave available to part-time faculty. Personal leave is defined as leave taken during the work day which

Table 24
Personal Leave Provision for Part-time Faculty

Personal Leave Provision	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 Eligible With Pay	69(39%)	3(20%)	72(38%)	16(32%)
2 No Provision/ or Excludes Part-timers	55(33%)	9(60%)	64(34%)	15(30%)
3 Eligible Without Pay/ or Other Provision	39(23%)	3(20%)	42(23%)	9(18%)
4 Unclear	12(7%)	0	12(7%)	10(20%)
Total	175	15	190	50
Chi Square*	5.784		8.940	
Significance level	N.S.		P<.05	

* Chi Square tests for columns 1&2 and 3&4.

involves an activity that could not be accomplished during non work hours. The four choices in Table 24 are: 1) eligible with pay, 2) no provision or provision excludes part-timers, 3) eligible without pay /other provisions and 4) unclear.

The table shows that 38% of 1988 contracts, as compared to 32% of 1977 contracts, contained a provision in which part-time faculty were allowed personal leave with pay. Usually, the 1988 contracts which allowed paid personal leave provided this benefit to part-time faculty who taught

at least a half-time load. Only 20% of the 1988 part-time only contracts as compared to 39% of the 1988 full-time/part-time contracts provided for paid personal leave.

Sabbatical Leave

Sabbatical leave provisions were also examined in 1988 collective bargaining agreements. Sabbatical leave is given normally with full pay for one semester or half-pay for one full academic year. The purpose of a sabbatical leave is to allow the faculty member to undertake an educational activity such as participating in graduate level coursework or traveling which upon completion will increase the faculty member's value to the college. The data in sabbatical leave table 24 are arranged according to four choices: 1) no provision or provision excludes part-time faculty, 2) eligible with pay, 3) other provisions, and 4) unclear.

Paid sabbatical leave provisions for part-time faculty in contracts are not common. In 1988 contracts, 21% contained a provision which is a slight increase when compared to the 16% of the contracts which included a sabbatical leave provision for part-time faculty in 1977. Just 7% of the 1988 contracts with part-time only units contained sabbatical leave provisions as compared to 23% of the 1988 contracts with full-time/part-time units.

Table 25
Sabbatical Leave Provision for Part-time Faculty

Sabbatical Leave Provision	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 No Provision/ or Provision Excludes Part-time Faculty	130(74%)	13(87%)	143(75%)	37(74%)
2 Eligible with Pay	28(16%)	1(7%)	29(15%)	3(6%)
3 Eligible no pay	10(7%)	0	10(6%)	5(10%)
4 Unclear	7(4%)	1(7%)	8(4%)	5(10%)
Total	175	15	190	50
Chi Square*	2.159		6.423	
Significance level	N.S.		N.S.	

* Chi Square tests for Columns 1&2 and 3&4.

Contracts which provide sabbatical leave for part-time faculty normally either emanate from four year colleges or are agreements which recognize faculty teaching at least 50% of a full-time load on a regular basis. Pratt Institute, New York, allows adjunct faculty with 12 semesters of continuous service the possibility of obtaining a sabbatical leave. Two leaves are granted to part-time faculty each year. Another four year private college, Adrian College, Michigan, clearly states in the contract that faculty members teaching at least 50% of a full-time load

will be treated the same as full-time faculty in applying for sabbatical leave. Likewise, in California, at Solano Community College and Chabot College, part-time faculty under contract who are teaching at least 50% of a full-time load can be eligible for a sabbatical leave. Thus, although sabbatical leaves are not common for part-time faculty, some part-time faculty can become eligible by meeting certain special conditions, such as workload, set forth in college college bargaining agreements.

Maternity Leave

Table 26 reports the percentage of contracts that provide a maternity leave provision. Information about this provision was presented based on being one of the five choices: 1) no provision or provision excludes part-time faculty, 2) eligible without pay, 3) eligible with pay, 4) other provisions, and 5) unclear. In Table 26, a maternity leave with pay refers to short leaves of usually two weeks or less, around the birth of the child when the mother is recovering from the birth. Whereas, a leave without pay usually refers to a time of one semester or more when the mother is caring for the child in its early stages of development. As an observation, it is noted that in both 1988 and 1977 contracts a maternity leave provision for part-time faculty is present in fewer than 45% of the

Table 26
Maternity Leave Provision for Part-time Faculty

Maternity Leave Provision	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 No Provision/ or Provision Excludes Part-time Faculty	74(43%)	9(60%)	83(44%)	15(30%)
2 Eligible Without Pay	53(30%)	4(27%)	57(30%)	2(4%)
3 Eligible With Pay	21(12%)	1(7%)	22(12%)	9(18%)
4 Other Provision	7(4%)	1(7%)	8(4%)	8(16%)
5 Unclear	20(11%)	0	20(11%)	16(32%)
Total	175	15	190	50
Chi Square*	3.339		34.387	
Significance level	N.S.		p<.01	

* Chi Square tests for Columns 1&2 and 3&4.

collective bargaining agreements. There is a notable increase between 1977 (4%) and 1988 (30%) in the number contracts that provide maternity leaves with no pay. In a comparison of 1988 contracts with full-time/part-time units (42%) to 1988 contracts with part-time only units (34%), there is only slightly more full-time/part-time units that have maternity leave provisions than those with part-time only units.

Retirement

Table 27 presents information concerning contracts which recognize eligibility for retirement programs for part-time faculty. Choices with Table 27 are: 1) no provision or provision excludes part-time faculty, 2) eligible and other, or 3) unclear. A comparison between 1977 contracts (26%) and 1988 contracts (24%) shows that there has been very little change in collective bargaining agreements in regard to their providing the possibility for part-time faculty to participate in a retirement program. Similarly, there is little difference between 1988 contracts with full-time/part-time units (22%) and 1988 contracts with part-time units (27%) in terms of providing retirement provisions for part-time faculty. In the instances where part-time faculty are eligible for retirement, it is usually in contracts where they are regularly teaching many courses during an academic year and have non-teaching responsibilities similar to full-time faculty.

Travel Reimbursement

Table 28 displays data concerning those contracts that reimburse part-time faculty for travel expenses. Travel reimbursement is usually associated with attendance at a conference or other professional meeting. In some contracts

Table 27
Retirement Provision for Part-time Faculty

Retirement Provision	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 No Provision or Provision Excludes Part-time Faculty	86(49%)	8(54%)	94(50%)	18(36%)
2 Eligible/ Other	42(22%)	4(27%)	46(24%)	13(26%)
3 Unclear	47(28%)	3(20%)	50(26%)	19(38%)
Total	175	15	190	50
Chi Square*	.332		3.484	
Significance level	N.S.		N.S.	

* Chi Square tests for Columns 1&2 and 3&4.

travel reimbursement is possible when a faculty member is teaching in outlying areas. Choices in table 28 are: 1) eligible, or 2) no provision or provision excludes part-time faculty or unclear. The table shows that 57% of 1988 contracts as compared to 50% of 1977 contracts contained a provision which allowed part-time faculty to be reimbursed for travel. However, only 27% of the 1988 contracts with part-time only units, as compared to 59% of 1988 contracts with full-time/part-time units, allowed for reimbursement. Thus, as with many of the fringe benefits, The table indicates that there has only been a small increase in travel reimbursement provisions between 1977 and 1988, with

Table 28
Travel Reimbursement Provision for Part-time Faculty

Travel Reimbursement Provision	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 Eligible	103(59%)	4(27%)	107(57%)	25(50%)
2 No Provision/ or Provision Excludes Part-time Faculty or Unclear	72(41%)	11(73%)	83(44%)	25(50%)
Total	175	15	190	50
Chi Square*	2.226		2.226	
Significance level	N.S.		N.S.	

* Chi Square tests for Columns 1&2 and 3&4.

this slight increase being attributable to the fact that it was the part time/full-time units contracts, rather than the part-time only unit contracts, which contained the majority of provisions which allowed for reimbursement for travel.

Besides the fringe benefits discussed in the previous Tables 19 through 28, there are other benefits that appear in contracts recognizing part-time faculty. The two most often found are tuition waivers and access to faculty development funds. The Minnesota Community College system, City University of New York, and Bloomfield College, New Jersey, all provide tuition waivers for part-time faculty. At Adelphi University, a full tuition waiver is available to

senior part-time faculty and their spouse and children can receive a 50% tuition waiver. Similarly, at Pratt Institute there is a tuition remission program for spouse and children of part-time faculty who have completed 10 or more semesters of part-time employment. Another example of how tuition reimbursement is processed as a fringe benefit is found in the Danville Area Community College, Iowa, contract which equates tuition waivers based on the number of credit hours taught by the faculty member per semester. For example, a part-time instructor teaching two 3 credit courses would be eligible for a tuition waiver up to six credits. Part-time faculty were eligible to apply for faculty development funds in about 25% of the contracts. Most often, when this provision was available, part-time faculty would compete directly with full-time faculty for development funds, but with some contracts, especially in Washington state, a pool of money was set aside only to be used by part-time faculty. Since the Ikenberry study does not discuss additional fringe benefits, it is not known whether the tuition waiver or access to faculty development funds were common fringe benefits for part-time faculty in 1977 as they were in 1988.

Office Space and Parking

Table 29 (office space) and Table 30 (parking) provide information on contract provisions which allow part-time faculty access to certain facilities. Table 29 shows that

Table 29
Office Space for Part-time Faculty

Office Space	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 No Provision	84(48%)	8(53%)	92(48%)	29(58%)
2 Provision Excludes Part-time Faculty	28(16%)	0	28(15%)	3(6%)
3 Yes, Space Provided	48(27%)	6(40%)	54(28%)	16(32%)
4 Unclear	15(9%)	1(7%)	16(8%)	2(4%)
Total	175	15	190	50
Chi Square*	4.996		10.008	
Significance level	N.S.		p<.05	

* Chi Square tests for Columns 1&2 and 3&4.

32% of the 1977 contracts as compared to 28% of the 1988 contracts, contained a provision for office space for part-time faculty. Thus, no major change exists in this contract provision area and less than 1/3 of contracts, that include part-time faculty, provide office space for them through a contract provision. It is noted that 40% of the 1988 contracts which recognized part-time faculty only had a provision for office space as compared to 27% of the 1988 contracts which recognized both full and part-time faculty in one unit. Thus, in general, a faculty member in a 1988 contract with a part-time only unit would be more likely

Table 30
Parking Facilities for Part-time Faculty

Parking Facilities	1 Part-time Full-time Unit 1988	2 Part-time Only Unit 1988	3 Total 1988 (1+2)	4 Total 1977
1 No Provision/ Excludes Part- time Faculty	110(63%)	12(80%)	122(65%)	30(60%)
2 Yes, Space Provided	57(33%)	2(13%)	59(31%)	19(38%)
3 Unclear	8(5%)	1(7%)	9(5%)	1(2%)
Total	175	15	190	50
Chi Square*	2.406		1.210	
Significance level	N.S.		N.S.	

* Chi Square tests for Columns 1&2 and 3&4.

than his counterpart in other 1988 contracts to have access to office space. This conclusion is further supported by the finding in Table 29 that 16% of the part-time faculty in 1988 contracts with full-time and part-time units were excluded from having office space, while no such exclusion was specifically evident in 1988 contracts with part-time only units.

These provisions for office space varied widely and ranged from using a full-time faculty's day office to providing a general meeting area for part-time faculty and students in a library. Two examples of provisions addressing office space can be found in Washington's Everett Community College and New York's Monroe Community College 1988 contracts. In the Everett Community College contract,

workspace is provided in a way which must be mutually acceptable to the part-time faculty member and the administration. In the Monroe Community College contract, a committee consisting of three college and three faculty association appointees periodically make recommendations on ways to provide office space for the use of part-time and adjunct faculty and to integrate adjunct and part-time faculty into the intellectual and professional life of the college.

In approximately 1/3 of the contracts in 1977 (38%) and 1988 (31%) a provision was found which allowed part-time faculty parking privileges. In the 1988 contracts, parking was available for free, or in fewer instances for a small charge per term. Unlike office space, parking is infrequently provided in 1988 contracts (13%) recognizing part-time faculty only, especially when compared to 1988 contracts containing part-time and full-time faculty in which a provision was located 33% of the time.

Compensation, Fringe Benefits, and Access to Facilities Viewed as a Whole

If one steps back from the analysis of specific compensation, fringe benefit, and facilities access provisions and views the data as a whole general observations about these provisions can be made when comparing 1988 contracts to 1977 contracts and when

comparing 1988 contracts with part-time units to 1988 contracts with full-time/part-time units.

First, even though there was no statistical significance found when comparing compensation provisions between 1977 and 1988 contracts, it still appears as if a shift has taken place in the basis for determining salary when comparing 1988 contracts to 1977 contracts. Almost one half (44%) of the 1988 salaries are based on a salary schedule as compared to (26%) of the 1977 contracts. Some of this increase in the use of salary schedules comes from the 1988 contracts with part-time only units in which the salary schedule (82%) is traditionally used to determine salary for part-time faculty.

In an analysis of fringe benefits between 1988 contracts and 1977 contracts, the results are quite mixed. Overall, there is a greater likelihood that some part-time faculty will have at least one fringe benefit in 1988 contracts than in 1977 contracts. However, in the medical benefits and insurance area, part-time faculty in 1977 were just as likely to be covered as part-time in 1988 contracts. When considering leaves of absence, part-time faculty in 1988 contracts are only slightly more apt to be able to apply for leaves because of a contract provision than are faculty in 1977 contracts. The major leave advance in 1988 contracts over 1977 was maternity leave. There is little change

between the 1977 contracts and 1988 contracts in retirement and reimbursement provisions. Overall, fringe benefits are a really underdeveloped contract area as they pertain to part-time faculty. In 1988, the most common fringe benefit was sick leave with a provision available in 67% of the contracts. Except for travel reimbursement, 57% in 1988, there was no other fringe benefit, that by itself was available in more than 45% of 1988 contracts.

The comparison between 1988 contracts with part-time only units and 1988 contracts with full-time/part-time units established clearer differences than the comparison of 1977 and 1988 contracts. In every instance, part-time faculty in full-time/part-time units have a higher chance of being eligible for a fringe benefit paid at least in part by the institution than do part-time faculty in part-time only units. This finding that part-time faculty in 1988 part-time only units usually do not receive fringe benefits supports the established idea that employment for faculty in part-time only units is temporary.

CHAPTER 5

RESPONSE TO RESEARCH QUESTIONS

In summary, then, and in answer to the first two research questions, there were some changes in provisions between contracts in 1977 and 1988 and between 1988 part-time/ full-time units and 1988 part-time only units. The changes must be understood in the context that there is very little difference between 1977 and 1988 in the types of institutions in which unionization of part-time faculty occurs -- public two and four year colleges. However, in 1988 contracts there was an increase in percentage of contracts (45%) that did recognize at least some part-time faculty as well as an expansion of the percentage of contracts which represented all part-time faculty at an institution. But still as in 1977, most 1988 contracts do not recognize any part-time faculty; and as in 1977, the majority of 1988 contracts that do include part-time faculty do place restrictions on the type of part-time faculty member included in the unit.

Overall, differences found in seventeen of twenty-nine provision comparisons of 1977 contracts to 1988 contracts were determined to be statistically significant. Twelve of the sixteen provision comparisons in which the differences were statistically significant are in the tables addressing employment conditions and personnel policies. Changes in

these areas were toward providing part-time faculty temporary employment only and developing provisions which are different rather than the same as those for part-time faculty. In other words, in 1988 contracts there is an increase in provisions which state full-time faculty always have preference over part-time faculty in course selection as well as an increase in provisions which describe a role in governance for full-time faculty but specifically exclude part-time faculty from having any role. The differences were found to be statistically significant in five of the remaining thirteen tables which compared 1977 contract provisions to 1988 contract provisions in the areas of compensation, fringe benefits, and access to facilities. There was little difference between the 1977 and 1988 contracts in the areas of fringe benefits and access to facilities except for the benefit of unpaid maternity leave which was much more common in 1988 contracts. Although differences when comparing the basis used for determining salary were not statistically significant, there appears to be a trend in 1988 contracts toward basing compensation on a salary schedule rather than one flat rate for all or a percentage of a full-time salary.

Overall, differences found in eleven of twenty-nine provision comparisons of 1988 contracts with part-time only units to 1988 contracts with full-time/part-time units were determined to be statistically significant. Six of the

sixteen provision comparisons in which the differences were statistically different are in the tables addressing employment conditions and personnel policies. 1988 contracts with part-time only units are different in that although they are more likely to designate part-time employment as clearly temporary, they are much more likely to provide clear personnel policies which allow a role in governance for part-time faculty or to provide a specific notification time if they were to be offered a course in a new semester. The differences were found to be statistically significant in five of the remaining thirteen tables which compared provisions in 1988 contracts with part-time only units to 1988 contracts with full-time/part-time units in the areas of compensation, fringe benefits, and access to facilities. In general, where differences were evident it was the comparative lack of fringe benefits in 1988 contracts with part-time only units and the extensive use of salary schedules as the primary way to base compensation. 1988 contracts with part-time/full-time units were more suitable for the person who depends on his part-time position for the necessities of life and can make a major commitment to the teaching assignment; 1988 contracts with part-time only units appear to be more suitable to the person who has a full-time commitment elsewhere, and therefore does not need fringe benefits such as health insurance, and whose main commitment is teaching and holding office hours.

The remainder of this section will examine research question 3, based on the data collected from the 1988 contracts that recognized part-time faculty. Research question 3 is: " Do 1988 higher education contracts which include part-time faculty recognize and differentiate between the 'dependent' and 'independent' part-time faculty member?"

This question was formulated after a review of the literature in recognition of extensive research conducted over the years on the characteristics of part-time faculty. The seminal study was conducted by Tuckman in 1976, at which time, six classifications of part-time faculty were postulated. Vaughn (1986) condensed Tuckman's six classifications down to two: dependent and independent. Dependent part-time faculty, according to Vaughn (1986), are committed to teaching as a career and wish to pursue it full-time. This group of faculty are highly qualified and experienced, but are simply unable to find full-time employment. They are dependent on their part-time job for basic life necessities. Independent part-time faculty, according to Vaughn (1986) see teaching as a constructive use of their time, but they are not committed to full-time teaching unless they are already teachers at other institutions. These part-time faculty, unless retired, hold full-time jobs elsewhere and thus are not dependent on their part-time income for basic life necessities. During the

1980's a number of established authors in the field of higher education (Gappa,1984 and Leslie, 1984) began to call for the development of policies and procedures in higher education that would be responsive to the different needs and characteristics. One of the purposes of this study was to see if 1988 contracts would reflect the call for more responsive policies.

This content analysis of 1988 higher education contracts recognizing part-time faculty members found none that specifically indicated that the contract provisions were developed based on the recognition of the different characteristics of part-time faculty as defined by Tuckman. Nor was there any contract studied, that in its recognition statement, specifically indicated that provisions were developed flexibly to meet the needs of both "dependent" and "independent" part-time faculty. Most 1988 contracts seemed to be designed with just the "independent" faculty member in mind; that is, the part-timer who would be satisfied with temporary employment status and who did not need to be involved in college affairs outside of the classroom.

A number of contracts do contain provisions, however, that can be interpreted as applicable to the needs of "dependent" as well as "independent" part-time faculty. These will be shown through a discussion of the four recommendations made by Vaughn (1986) for policies for

part-time faculty and an analysis of the ways the 1988 contracts that include part-time faculty respond to these recommendations.

Recommendation 1: Vaughn recommends that both groups of part-time faculty (dependent and independent) should be provided with such basics as recognition, office space, and the other essentials necessary to any teacher.

It is not common in 1988 contracts, to find statements which recognize the value of part-time faculty in regard to the mission of a college or even provisions which specifically provide the basics such as parking or office space. However, this study notes three New York colleges: Dutchess Community College, Monroe Community College, and Long Island University that, in fact, do have contracts which indicate that part-time faculty have a meaningful role at their institution. Here are two examples. In the 1988 contract (part-time only unit) at Dutchess Community College, Article IV states:

It is recognized by the parties that maintenance of the high quality educational programs is of utmost importance and that nothing in this agreement should detract from this effort. This agreement formally and publicly acknowledges the contribution of adjunct faculty toward the goal of continued quality educational programs at Dutchess.

Similarly, the 1988 contract (full-time and part-time unit) at Monroe Community College indicates that the purpose of Article 31, Adjunct Faculty is to: recognize the

contributions of adjunct faculty; attract and maintain a high calibre of adjunct staff; and ensure the continued quality of education at Monroe Community College.

This author believes that contract provisions which allow part-time faculty to be eligible for professional development funds can be interpreted as examples of a provision which provides some informal level of recognition for part-time faculty. Findings in this study for 1988 contracts showed that approximately 25% of the contracts had such provisions. Although such provisions are not pervasive in contracts, it was the second highest benefit, next to eligibility for a tuition waiver found in 1988 contracts. Examples of these types of provisions can be found in contracts from four year institutions such as: Franklin Pierce College, New Hampshire, Bard College, New York, and Hofstra University, New York. In the Franklin Pierce contract it simply states that part-time faculty may apply for faculty development funds. The Bard College 1988 contract states that professional development funds will be awarded and that part-time faculty will be given special consideration for such fellowships. In the 1988 Hofstra contract, conditions are placed on when part-time faculty may apply for such funds. At Hofstra, an adjunct faculty member with more than ten semesters of service (excluding summer sessions) will be eligible to apply for school, college, or university research funds and will be eligible

to apply for travel funds, consistent with the criteria used to award such funds to full-time faculty. Two year college faculty contracts also provide development funds for part-time faculty. A specific example is the 1988 Seattle Community College contract in which \$10,000 for each instructional year of the agreement is set aside for curriculum projects initiated by part-time faculty and for part-time faculty professional development.

Less than one-third of the 1988 contracts allow for the conveniences of office space and parking for part-time faculty. As noted earlier, Table 18 shows that only 29% of the 1988 contracts specifically provided meeting space of any kind for part-time faculty and only 31% addressed the issue of parking for part-time faculty. The 1988 contracts with part-time only units had the highest incidence of providing office space (40%) delineated through a specific provision.

Thus, 1988 higher education contracts, on the whole, do not contain provisions which formally recognize the value of part-time faculty in higher education or provide for basics such as office space. They are not responsive to Vaughn's policy recommendations for part-time faculty.

Recommendation 2: In recognizing the difference between the two groups, greater effort should be devoted to bringing the dependents into the mainstream of college life than is

devoted to bringing the independents. For example, the part-time faculty member with a Ph.D. in history would likely welcome the opportunity to serve on the curriculum and instruction committee, whereas the bank executive would find such service a burden.

Vaughn's recommendation is that dependent part-time faculty should have an identifiable role in college governance. As has been noted in the discussion of Table 15, 1988 contracts on the whole provide few (24%) provisions that allow part-time faculty, of any kind, to participate in college governance. Where provisions are presented, they are most often found in 1988 contracts with part-time only units (40%).

A closer look at a contract in Washington state does reveal a method for distinguishing among part-time faculty in matters of governance.

Washington is the state in which the greatest number of contracts addressed a role for part-time faculty in governance. The Walla Walla Community College contract is typical of the nine identified state of Washington contracts. At Walla Walla, part-time faculty are paid either by a rate similar to a full-time salary, prorated to reflect percentage of a full-time load or they are paid from a part-time hourly schedule. The part-time faculty that are paid similar to full-time faculty are expected to perform

all the duties associated with full-time employment including participation on faculty committees. Other faculty are paid based on a part-time salary schedule and are expected only to teach and maintain office hours. These Washington state contracts allow dependent faculty--those more invested in the overall work of the college--a role in governance not required of the independent faculty--those teaching one course a semester who are on the part-time hourly salary schedule.

Recommendation 3: Vaughn argued that administrators should recognize that financial rewards are more important to the dependents than to the independents and therefore should develop a means of providing greater financial awards for the dependents. He suggested that a part-time faculty members' work be defined in terms of workload and not simply teaching load, so that dependent part-time faculty members be paid for serving on committees and other activities.

Several contract provisions analyzed in this study are related to the question of providing the opportunity for additional financial rewards for dependent part-time faculty including: compensation, fringe benefits, and ability to obtain full-time employment based on satisfactory performance as a part-time faculty member. If it is assumed that dependent part-time faculty are more apt to accept additional course assignments than independent faculty and

also wish to be more immersed in college life than just teaching and holding office hours, then it can be stated that 1988 higher education contracts do a reasonably good job at providing compensation packages which meet the salary needs of both dependent and independent faculty. Table 19 indicates that 45% of 1988 contracts contained provisions for salary schedules for part-time faculty. Many of these same contracts contained provisions which permitted some part-time faculty with teaching loads similar to full-time faculty to be paid on a pro-rata basis. For example, in California community college contracts, it is common for part-time faculty employed more than 60% of the time to have salary prorated to a full-time faculty members and be eligible for prorated fringe benefits. In these cases, part-time faculty are also required to perform other duties similar to full-time such as curriculum development and advisement. On the other hand, the part-time faculty teaching less than 60% would be paid from a salary schedule, have limited fringe benefits and their main duties would be teaching and conferring with students needing extra help after class. Thus in many California community college contracts, such as contracts covering part-time faculty in the Rancho Santiago Community College District, Rio Hondo Community College, Riverside Community College District and Southwestern College, some dependent part-time faculty have the opportunity to be paid a salary based on workload

(pro-rata) whereas independent faculty are paid based on teaching load.

Although California led the way in having contracts which compensate part-time faculty in different ways based on courseload, examples of this California model can be found in contracts in other states such as Michigan, Illinois, New York, and Washington. For example, the 1988 contract of Highland Community College, Illinois has adjuncts who teach nine contact hours up to a maximum of thirteen a semester, paid a salary prorated to full-time. These faculty maintain office hours and have additional responsibilities such as assisting with curriculum development, advising, and college committees. Part-time faculty teaching less than nine contact hours per semester are paid on an hourly schedule.

A provision of note which is found in a limited number of 1988 contracts, but which is advantageous to both independent and dependent faculty is a payment policy for those cases when a part-time faculty member's course is cancelled due to low enrollment or withdrawn because it is needed to be taught by a full-time faculty member so that a full-time load could be maintained. This provision is particularly important to the dependent faculty member who relies on part-time teaching salary to meet living expenses. Provisions in this area vary widely. In the 1988 contract

for Shoreline Community College, Washington, it states that in the event the assignment of an associate part-time faculty member is cancelled subsequent to 48 hours prior to the first meeting of the class, the faculty member shall be compensated \$100.00 in addition to any class time actually taught. In the 1988 University of Maine adjunct only contract, it states that unit members will receive a cancellation payment when an assignment is retracted within one month from the start of the first class meeting. Payment shall be 5% of the amount to be paid for actually teaching the course. In perhaps the most liberal of these provisions, the 1988 Cornell University, New York, adjunct agreement states that if a course is cancelled or withdrawn sixty (60) days before the trimester begins, but after the unit member has agreed to teach the course, the unit member shall receive 17.2% of his/her current teaching rate.

Fringe benefits are also important components in compensation packages. As with salary, 1988 higher education contracts do reasonably well at providing fringe benefits of some kind for dependent and independent faculty and reveal some effort to distinguish between the two groups. Table 21 shows that 82% of 1988 contracts provide at least some fringe benefits to some part-time faculty recognized in the collective bargaining agreement. In many cases those part-time faculty (presumably dependent) who have the heaviest teaching loads also have the most benefits as

compared to total group of part-time faculty recognized in the contract. For example, the Foothill-DeAnza Community College, California contract provides medical, vision, dental care, and life insurance benefits to part-time faculty who are at least half time and are considered either a contract or regular certified employee. These benefits are not provided to part-time faculty less than half time. Similarly, the 1988 contract at Rio Hondo Community College, California provides for fringe benefits for those teaching 50% or more of a full-time load and no benefits for faculty teaching less than 50% of a full-time load. Other contracts such as the 1988 Coast Community College part-time only unit and part-time/ full-time unit contracts provide some fringe benefits such as sick leave to all part-time faculty and additional benefits like health and dental insurance to those who teach more than 60% of a full-time load.

Another provision which is beneficial for the dependent part-time faculty member is a statement in the contract which gives them preferred treatment when a full-time position becomes available at the institution. A small percentage of 1988 contracts contained such a provision. For example, the 1988 Peralta Federation of teachers, California contract gives a part-time faculty member with five years of satisfactory evaluations an additional five percent of the total points awarded when interviewing for a full-time opening. American University's English Language Institute

1988 contract states part-timers will be given preference for all full-time position openings.

Recommendation 4 Vaughn further argues that the dependent part-time faculty member can be very useful in any number of ways, such as academic advising and working with student activities, in addition to serving on collegewide committees. Vaughn believes that if part-time faculty are considered a good financial bargain, their value should increase as their duties increase, but they must receive additional financial rewards for new duties.

Vaughn's fourth recommendation is that part-time faculty should be able to obtain more compensation for their additional involvement at the college. Thus, part-time faculty would receive a salary for teaching and an additional salary for any of a number of activities in which they choose to be involved. This is a somewhat different concept than pro-rated pay, which means pay based on a portion of a full-time salary, and it assumes the part-time faculty member is also doing a portion of all the duties normally expected of a full-time faculty member.

There are 1988 contracts which are consistent with this recommended approach to paying part-time faculty. Most of these contracts are in California and Washington. Contracts at the following community colleges in Washington provide for part-time faculty to be paid for additional duties:

Edmunds, Highline, Seattle, Tacoma, Whatcom, and Walla Walla. The Highline Community College contract outlines very specifically the duties for which extra compensation is given which are: extended planning and preparation; extended student evaluation; office hours and advising; and administrative duties and/or committee work.

Similarly, at Whatcom Community College, part-time faculty receive additional compensation for office hours, service on college committees, assigned curriculum or program development and course coordination.

The following provision found in the 1988 Foothill-DeAnza Community College contract contains this clear statement concerning extra pay for part-time faculty:

If a part-time temporary certificated employee at the request of the board agrees to attend staff meetings, serve on professional committees, participate in co-curricular or extra-curricular activities of the college or in any way serve beyond his or her part-time assignment, he or she shall receive additional compensation at the hourly rate paid to part-time counselors. (p.23)

From this analysis it is clear, that although there is no one contract that differentiates among part-time faculty, there are many contracts across the country which set forth provisions which are different for those part-time faculty who wish to invest themselves thoroughly in their college work rather than teach as an avocation. Key to this idea is that much of this differentiation is based on course load. That is, those faculty who teach at least fifty per cent of

a full-time load are the faculty that are more apt to receive the higher prorated pay, fringe benefits, and be permitted to serve on college committees. Basing the differentiation on course load seems natural, because the dependent faculty member would be the one more apt to teach a one half time or better course load than would the independent faculty member. Some contracts, therefore, have been satisfactorily constructed by providing for salaries which allow faculty to be paid in different ways; However more effort needs to be made, in keeping with Vaughn's recommendations, to create provisions for recognition and office space for all part-time faculty and to create opportunities for dependent faculty to have a meaningful role in governance.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

This chapter contains general conclusions and makes two types of recommendations based on the findings presented in Chapters 4 and 5. It presents specific suggestions for contract provisions for a "model" collective bargaining contract. It also presents recommendations for future research.

When this author first began this study, he expected to find contract provisions which incorporated the extensive research findings of Tuckman and others who identified the characteristics and needs of part-time faculty. He assumed that some higher education contracts would refer to the widely divergent characteristics of part-time faculty in the contract's recognition statement and use the existing extensive research findings as a basis for contract provision development. Although it was understood that historically the intent of collective bargaining agreements has been to diminish differences among unit members, it was thought that this historical means of contract development would have changed by 1988. It was thought that labor and management would have begun to work together to develop policies and procedures in contracts that recognized the different characteristics of part-time faculty.

Surprisingly, this was not the case. No contract in 1988 specifically stated either in the recognition statement

or in the preface to the contract, that provisions were based on the different needs of part-time faculty, as found in the literature. Most contracts simply ignore the findings of Tuckman (1978) and Leslie (1982) and the urgings of Gappa (1984) and Vaughn (1986) to consider the differences between part-time faculty in the development of policies and procedures for part-time faculty in higher education. In general, provisions in 1988 contracts were most appropriate for the part-time faculty member who is not dependent on part-time employment as an important source of income and receives necessary benefits such as health insurance from other employment.

If no 1988 higher education collective bargaining agreements showed any indication that they differentiated between "dependent" and "independent" part-time faculty, can we conclude that collective bargaining is not a viable approach to the development of policies and procedures to address the unique differences among part-time faculty? Not really. Without actually noting that their contract provisions were developed considering the different characteristics of part-time faculty, some 1988 contracts, do, indeed, differentiate among part-time faculty in many of their contract provisions. These contracts are found primarily in California and Washington. They provide evidence for the conclusion that collective bargaining can remain a viable vehicle for the creation of policies and

procedures which address the unique needs of part-time faculty.

Recommendations Toward a "Model" Contract for Part-time Faculty

A "model" contract is one which contains collective bargaining provisions that best serve all the members of a higher education community--faculty, students, and administration and that allow the members to carry out the mission of the institution at a highly competent level. A higher education contract can become a "model" when it is based on a variety of criteria drawn from higher education research and literature.

The criteria considered in the development of collective bargaining provisions for part-time faculty are based not only on the observations of researchers concerning the characteristics of part-time faculty, but also on the higher education literature which addresses teacher effectiveness as well as commonly held views of various subgroups found in a college community. The literature has shown that no decisive study exists which concludes that a part-time faculty member is a less effective instructor than a full-time faculty member. In fact, in most of the comparative studies cited by Gappa (1984), could not ascertain any difference in effectiveness between these two groups of faculty. Also, the literature has documented that

various groups within the college community view part-time faculty in quite different ways. Administrators tend to view the use of part-time faculty as a way of increasing their flexibility to respond to the changing needs of the institution and to the students they serve, as well as a means of delivering cost effective instruction (Leslie, 1982). Full-time faculty are apt to view part-time faculty as a threat to full-time employment because part-time faculty usually work for lower wages and thus full-time faculty fear part-time faculty replacing them, especially during times of fiscal crisis (Leslie, 1982). According to Hartleb (1986), students lose out because part-time faculty usually have no incentive to make out-of-class time available to them; however, Munsey (1986) notes that students greatly benefit by having a mix of instruction from part-time as well as full-time faculty, thus receiving both practical experience and the theoretical knowledge. Thus, the recommended contract provisions are designed to address 1) the needs of part-time faculty based on studies of their characteristics, 2) the needs of economy and flexibility required by administrators to run institutions, 3) the needs of full-time faculty for flexibility and security and 4) the needs of students to have access to faculty and to receive instruction from a diverse group of individuals who can bring both practical and theoretical experience to the classroom.

These recommendations are designed to give a broad perspective to contract development rather than to generate a position on every contract provision. It is believed by this author that there is no single best "model" agreement for part-time faculty in higher education. At the same time, however, it is possible to describe a "model" contract in general terms, to articulate the significant components. Many of these ideas are drawn from contracts in California and Washington analyzed in this study. It is concluded that these suggestions, if implemented, would serve the interests and needs of the entire college community. These recommended components are listed:

1. Faculty collective bargaining agreements, if they exist at an institution, should recognize all faculty -part-time and full-time in one unit.

The number of contracts recognizing full-time and part-time faculty together increased from 20% of all contracts in 1977 to 39% in 1988. This trend should continue. When part-time faculty are in a separate unit from full-time faculty, especially in those cases in which there are different agents, it sets up the long term possibility of competition among the two faculties which could be harmful to the institution. One example of the harm caused is the potential for the development of two different curriculums which can lead to problems with the accreditation agencies. As important, 1988 contracts with part-time only units had a propensity toward meeting the

needs of the 'independent' part-time faculty member rather than the 'dependent' part-time faculty member. Both types of faculty would be better served in a collective bargaining unit that recognizes all faculty. In order to make the idea of one unit representing all faculty successful, both dependent and independent part-time faculty would need to be represented on the appropriate collective bargaining teams.

Two possible disadvantages to recognizing all faculty in an agreement are that it will hinder the administration's ability to respond rapidly to changes and that some part-time faculty who could make important contributions to the college, would not teach because of their aversion to unionization. Those potential disadvantages are outweighed, however, by the advantages gained by having all faculty in one unit. Two such advantages are that all faculty have a degree of equal treatment by being in the same unit and that faculty solidarity is promoted.

2. "Dependent" part-time faculty should be differentiated from "independent" part-time faculty in collective bargaining agreements.

Many community college contracts in Washington state have differentiated part-time faculty by designating those part-time faculty with a record of excellence and commitment to the work of the total college as Faculty Associates (dependent) and designating others, those who competently teach only a small number of courses per year, as Faculty Assistants (independent). Faculty Associates are

distinguished from Faculty Assistants chiefly by course load; Faculty Associates are eligible for at least a half-time load on a regular basis while Faculty Assistants teach one course per semester. This author believes that there are additional ways to differentiate between these two groups within the unit and thus recognize their differing needs:

a) Although both would be paid on a salary schedule, only Faculty Associates would be paid extra stipends for involvement in such areas as special committee assignments, registration counseling, and advisement. (Part-time faculty should be paid on a salary schedule because it would be seen as more cost effective by the college administration than would prorating pay to a full-time salary).

b) Faculty Associates who teach at least two courses per term on a regular basis would be eligible for fringe benefits including health insurance, and personal/professional leave which would be paid for by the institution on a prorated basis according to course load. Faculty Assistants should not be eligible for benefits except for sick leave.

c) Faculty Associates should be eligible for continuing contracts as long as they maintained a two course teaching load. These contracts might be two year or more as found in

the 1988 Tompkins-Cortland Community College, New York contract.

d) Faculty Associates should have seniority and retrenchment rights over Faculty Assistants but not over full-time faculty.

e) Faculty Associates should be given priority over Faculty Assistants and outside candidates for full-time positions for which they were qualified and which became available at the institution where they were teaching.

(Recommendation "e" above would be most appropriate at two and four year colleges which emphasize teaching rather than the University level with its emphasis on research and publication.)

There are many advantages to the college community from the kinds of flexible provisions for part-time faculty suggested here. The competent dependent faculty member who wishes full-time employment in the future has a clearer path toward that goal and increased financial stability. The full-time faculty member need for job security is increased as two layers of faculty would exist between the faculty member and unemployment in times of retrenchment. The administration still has some flexibility in planning for changing needs by maintaining Faculty Assistants in a temporary employment status.

3. Contract provisions for part-time faculty should be developed in the same manner that they are for full-time faculty in higher education collective bargaining agreements.

Based on the analysis of 1988 contracts, it is clear that there is a need to be much more specific about the application of many contract provisions to part-time faculty. Examples of contracts that contained a well developed set of provisions included most 1988 part-time only contracts and a selection of other 1988 contracts on the West Coast, specifically California and Washington.

Collective bargaining agreements should contain contract provisions which address: the definition of part-time faculty recognized in the contract; written notification of appointment and reappointment; length of appointments; specific duties assigned; protection offered the assignment; criteria for promotion, if applicable; seniority; method of performance evaluation; role in college governance; rights, if any, in times of retrenchment, basis used to determine salary, and specific fringe benefits for which they are eligible. In other words, the same basic contract areas which cover full-time faculty should also be written to cover part-time faculty. This is not to say that the full-time and part-time provisions are identical, although they sometimes can be, but rather the same contract areas

addressed for full-time should also be addressed for part-time.

Clearly stating if a part-time faculty member is included in each provision in a contract is central to the recommendation that all faculty be in the same bargaining unit. That is because in many cases where all faculty were said to be in the same unit, the specific provisions were not clear enough to determine how or even if part-time faculty were affected. Well written contracts clarified the applicability of provisions to part-time faculty by statements at the end of each provision or a separate listing with the recognition statement of provisions which pertained specifically to part-time faculty.

4. The following provisions should be required for all faculty within a higher education collective bargaining agreement: office hours, and therefore office space, sick leave, performance evaluation, and at least a limited role in college governance.

Certainly there are other provisions which could be applied to all higher education collective bargaining faculty agreements. The ones stated above are encouraged for the following reasons. Having office hours is standard practice for full-time faculty and is seen as a useful extension to classroom instruction. The literature points out one of the major shortcomings to using part-time faculty is that they maintain no office hours. Making office hours a condition of employment and providing some remuneration

for part-time faculty legitimizes the concept that faculty should be interacting with students more than just during class time.

Eligibility for sick leave was the number one fringe benefit for part-time faculty. Sick leave with pay was found in 67% of the 1988 contracts. This benefit should be the one found in 100% of the contracts and apply to all faculty. There should not be policy existing in which one faculty member's substitute is paid by the institution and another faculty member must pay his substitute from his salary.

All faculty should have their classroom performance evaluated according to a specific schedule. In 61% of the 1988 contracts, performance evaluations were conducted by some means, usually through student evaluations, on part-time faculty. Many contracts (23%) specifically excluded part-time faculty from evaluation. Requiring some level of evaluation to be done for faculty should insure an overall consistency to the academic courses that are offered.

Only 24% of 1988 contracts allowed for any level of participation by part-time faculty in governance. This means that part-time faculty had no approved way of influencing curriculum including choosing appropriate textbooks. Part-time faculty with their unique experiences outside the institution of higher education are often

prepared to make valuable contributions to not only their department but to the college at large. Therefore, as part of any collective bargaining agreement all faculty should be given some limited role in college governance. A possible governance role for part-time faculty would be as non-voting members of the college's curriculum and student affairs committees. Part-time faculty or are often either recently graduated from college or active in a profession separate from the college can often bring a fresh perspective on curriculum issues based on their unique background. Also, because part-time faculty are oftentimes involved in teaching part-time students who attend classes in the evening or weekends as well as in off-campus locations, they are able to represent the student affairs and concerns important to part-time students.

Recommendations for Future Research

There are many other research areas which if examined should provide information useful for the development of policies and procedures in collective bargaining agreements that allow for the most effective use of part-time faculty and at the same time meet the needs of part-time faculty.

Attitudinal studies of all kinds need to be conducted. This author's content analysis identified differences among contract provisions but it did not explore at all the level of satisfaction that part-time faculty felt with different

types of contracts. An attitudinal study could determine, for instance, whether part-time faculty needs were met more effectively in part-time only contracts or contracts that contained both part-time and full-time faculty in one unit. Another study could compare satisfaction with employment between unionized and non-unionized part-time faculty at the same institution. This study would add to the information needed to answer the question: Should part-time faculty be unionized? A similar study could determine level of satisfaction between part-time faculty at an institution which was not unionized to part-time faculty at an institution that is unionized. These attitudinal studies could also contain factual information about similar provisions such as salary, fringe benefits, employment rights at the studied institutions so that more information is available on the benefits of collective bargaining in higher education. Attitudinal studies, then, could confirm the benefits to part-time faculty of collective bargaining in higher education and provide additional information that would help institutions and unions determine the scope of bargaining units.

Historical studies which examine conditions that existed for the development of model contracts at such institutions as Pratt Institute, New York, and Whatcom Community College, Washington would be most useful to those interested in future contract development. Contracts at

these two institutions as well as many in the Far West stand out as different from other contracts in the nation that in that they clearly provide a wide range of benefits to part-time faculty. If these contracts through further studies are confirmed as models, then historical studies which trace the development of these model contracts could provide information to members of college communities interested in developing beneficial contracts for their part-time faculty.

A more specific area for study would be the methods of paying part-time faculty. The trend in 1988 collective bargaining agreements was toward salary schedules based on length of service and/or highest degree and away from salary based on a proration to full-time salary. Generally, administrators tend to favor paying part-time faculty based on a flat rate or salary schedule in operate a fiscally sound operation. In the main, administrators are less inclined to hire part-time faculty when these faculty are paid in relation to the pay of full-time faculty. However, as salary is such an important part of contract development, studies which compared and contrasted the various methods used to pay part-time faculty would be important. These studies could prove to be beneficial to colleges trying to determine the most beneficial strategy for paying part-time faculty which would both satisfy faculty and allow the institution to operate in a fiscally sound manner.

Related research is always needed on part-time faculty teaching effectiveness as compared to full-time faculty effectiveness as studies in this area are still most limited. These studies are not only needed to insure no major discrepancy between the quality of teaching of these two types of faculty but also as a reason that part-time faculty who are recognized in higher education collective bargaining agreements should have provisions developed that meet their unique needs.

Part-time faculty will be used increasingly in higher education in the future and collective bargaining in higher education, at least in the public sector, will remain at least as strong as it is currently. Therefore, it is important to the higher education community that a greater attempt is made to develop appropriate collective bargaining provisions for part-time faculty and that research is continued to determine the policies and procedures to be used in relation to part-time higher education faculty that result in institutions fulfilling their missions with excellence.

APPENDIX

CODING INSTRUMENT FOR PART-TIME FACULTY STUDY

1. Contract Number (001 to xxx)
2. Type of Contract
 1. public university
 2. private university
 3. public 4-yr. college
 4. private 4-yr. college
 5. public 2-yr. college
 6. private 2-year college
 7. multi-system
3. Bargaining Agent
 1. AAUP
 2. AFT
 3. NEA
 4. NEA/AFT
 5. NEA/AAUP
 6. AAUP/ AFT
 7. Independent
 8. Other: _____
4. Definition of Part-time Faculty
 1. definition not given
 2. definition indefinite or unclear
 3. defined to include all part-time faculty or all-inclusive
 4. defined as a minimum percentage (%) of the full-time load: _____%
 5. defined as a minimum number of courses, credits, or contract hours _____
 6. defined as in terms of continuity or service on a part-time basis: _____
 7. defined as a combination of #4 and #6: _____
 8. defined as a combination of #5 and #6: _____
 9. other restrictions for part-time status

or special remarks about definition

I. EMPLOYMENT CONDITIONS OF PART-TIME FACULTY

5. Type of Employment Contract for Part-time Faculty

1. no policy in contract for full-time or part-time faculty
2. policy for full-time excludes part-time faculty
3. indefinite or unclear
4. written contract
5. letter of appointment
6. oral agreement
7. other: _____

remarks _____

6. Terms of Contract

1. no policy in contract for full-time or part-time faculty
2. policy for full-time excludes part-time faculty
3. indefinite or unclear
4. temporary per semester, quarter or academic year
5. continuing or supplement contract possible after review for more than one academic year
6. combination of temporary and continuing contracts given to part-timers depending on length of time employed with institution
7. other basis _____

remarks _____

7. Academic Ranks Given Part-time Faculty Members

1. no policy in contract for full-time or part-time faculty
2. policy for full-time excludes part-time
3. indefinite or unclear
4. conventional ranks used
5. adjunct rank only given
6. lecturer rank only given
7. instructor rank only given
8. research assistant/ associate rank only given
9. no ranks specified, eg. "faculty member term used"
10. Other: (specify) _____

remarks _____

8. Progression Policy for Part-Time Faculty

1. no policy in contract for full-time or part-time faculty
2. policy for full-time excludes part-time faculty
3. indefinite or unclear
4. yes, promotion includes progression through the academic ranks
5. yes, promotion, however, is limited only to being

able to apply for full-time positions when openings occur

6. yes, promotion available to part-timers, however the policy is not specified in the contract
7. yes, however, promotion is only possible through the ranks fo the part-time faculty, not full-time faculty
8. other: _____
remarks _____

9. Assigned Duties for Part-time Faculty

1. no policy in contract for full-time or part-time faculty
2. policy for full-time excludes part-time faculty
3. indefinite and unclear
4. teaching only
5. research only
6. service only
7. teaching, research and service only
8. all of the above including the holding of office hours and advising students
9. all of the above with added student group advising
10. teaching, holding office hours, and advising students
11. research and holding office hours
12. traditional and non-traditional teaching (university without walls, resource center, special programs, etc.) only
13. traditional and non-traditional teaching and holding office hours and advising students
14. traditional and non-traditional teaching, holding office hours, advising students, and research
15. non-traditional only
16. other: _____
remarks _____

10. Protection Offered Part-time Assignments

1. no policy in contract for full-time or part-time faculty
2. policy for full-time excludes part-time faculty
3. indefinite or unclear
4. full-time faculty are given priority in assignments over part-timers
5. part-time faculty assignments are protected and can not be "bumped" from assignment when a full-timer's course or section is cancelled due to lack of enrollment
6. a specified procedure determines whether bumping

will occur in any given case, e.g. a part-timer
may not be bumped by any full-timer with less
seniority: _____

specify: _____

7. other _____

11. Instructional Duties:

1. no policy in contract for full-time or part-time faculty
2. policy for full-time excludes part-time faculty
3. indefinite or unclear
4. yes, part-time faculty eligible for summer session only
5. yes, part-time faculty eligible for extension only
6. yes, part-time faculty eligible for evening classes only
7. yes, part-time faculty eligible for week-end classes only
8. yes, part-time faculty eligible for all of the above
9. yes, part-time faculty eligible for summer and extension only
10. yes, part-time faculty eligible for summer and evening classes only
11. yes, part-time faculty eligible for extension and evening classes only
12. yes, part-timers eligible for extension and week-end classes only
13. yes, part-timers eligible for evening and week-end classes only
14. yes, part-timers eligible for extension and week-end classes only
15. yes, part-timers eligible for other combination: _____
16. remarks _____

II. PERSONNEL POLICIES RELATING TO PART-TIME FACULTY:

12. Tenure Eligibility Policies:

1. no policy in contract for full-time or part-time faculty
2. policy for full-time excludes part-time faculty
3. indefinite or unclear
4. years required for tenure (probationary period): _____ yrs.
5. years required for tenure (if pro-rate probationary period); _____ yrs.
6. no probationary period necessary for part-timers, tenure automatic _____ yrs.
7. other arrangement: _____
remarks _____

13. Criteria for Granting Tenure:

1. no policy in contract for full-time or part-time faculty
2. policy for full-time excludes part-time faculty
3. indefinite or unclear
4. criteria same as for full-time faculty (except probationary time required for eligibility) Note those items considered for eligibility: _____ specify: teaching skills (); previous teaching exp. (); approp. degree MA, PHD (); availability at hrs. required (); recommendations (); exp. in prof. or occupat. pract. (); research skills (); publication skills (); community service (); schol. leadership (); other: _____
5. criteria difference from full-time faculty: Items considered include only these: _____
6. same as # 4 but also include administrative evaluations
7. same as # 5 but also include administrative evaluations
8. same as # 6 , but also include student evaluations
9. same as # 7, but also include student evaluations
10. same as #4, but also includes peer evaluations (and administrative)
11. same as #5, but also includes administrative, peer & student evaluations
12. same as #4, but also includes administrative, peer & student evaluations
13. same as #5, but also includes administrative, peer & student evaluations
14. other criteria: specify: _____
remarks _____

14. Seniority System Policy:

1. no policy in contract for full-time or part-time faculty
2. policy for full-time excludes part-time faculty
3. indefinite or unclear
4. seniority is not applicable in determining teaching assignments
5. senior part-timers have preference over junior part-timers but all full-timers have preference over part-timers
6. full-timers and part-timers are in a common pool and senior faculty have preference over junior faculty
7. other _____
remarks _____

15. Evaluation (prior to reappointment):

1. no policy in contract for full-time or part-time faculty
2. policy for full-time excludes part-time faculty
3. indefinite or unclear
4. part-timers receive evaluation for reappointment

- on basis of administrative review alone
5. part-timers receive evaluation for reappointment on basis of administrative and faculty review (review committee, etc.)
 6. part-timers receive evaluation for reappointment on basis of administrative and student reviews
 7. part-timers receive evaluation for reappointment on basis of administrative and student reviews
 8. other arrangement for evaluation: _____
remarks _____

16. Notice of Reappointment:

1. no policy in contract for full-time or part-time faculty
2. policy for full-time excludes part-time faculty
3. indefinite or unclear
4. sent months in advance
5. sent weeks in advance of convening school year
6. sent day of or around registration time
7. other _____

17. Notice of Non-Renewal: (non-reappointment)

1. no policy in contract for full-time or part-time faculty
2. policy for full-time excludes part-time faculty
3. indefinite or unclear
4. sent months in advance
5. sent weeks in advance of convening school year
6. sent day of or around registration time
7. nonrenewal is assumed by both parties at the inception of contract
8. the notice of nonrenewal varies depending upon the length of service to the college
9. the notice of nonrenewal is based on some other determinant: _____

18. Grievance Procedure Policies

1. no policy in contract for full-time or part-time faculty
2. policy for full-time excludes part-time faculty
3. indefinite or unclear
4. not eligible for grievance procedures or due process
5. eligible to only request cause with no recourse of due process
6. eligible for some form of informal administrative review or due process or first step in grievance procedures only
7. eligible for more than first step grievance procedures; subject to union rights
8. eligible for formal grievance procedures, including review board and president, excluding arbitration;

- subject to union rights
9. eligible for formal grievance procedures including arbitration; subject to union rights
10. other _____
remarks _____

19. Participation in Governance

(Highest level of participation)

1. no policy in contract for full-time or part-time faculty
2. policy for full-time excludes part-time faculty
3. indefinite or unclear
4. yes, full participation in institutional-wide senate
5. participate, but not voting in institution-wide senate
6. yes, full participation in departmental meetings
7. participate, not voting in departmental meetings
8. yes, serve and vote on faculty policy committees
9. other _____
remarks _____

20. Retrenchment Policy for Part-time Faculty:

1. no policy in contract for full-time or part-time faculty
2. policy for full-time excludes part-time faculty
3. indefinite or unclear
4. yes, and part-time faculty will be retrenched before any full-time faculty is retrenched
5. yes, and part-time faculty will no longer be hired if retrenchment of full-time faculty proves necessary
6. length of service to the institution will determine the order in which faculty are retrenched; part-timers who are senior to full-timers would be retained until their positions are reached via elimination of those less senior
7. teaching field will determine priority of retrenchment part-timers in one field might be retained even though full-timers on other fields are being retrenched
8. nonrenewal of part-time faculty contracts is the first step in retrenchment
9. part-timers have some other arrangement:

remarks _____

21. Hiring Policy of Part-time Faculty:

1. no policy indicated in contract for full or part-timers
2. policy for full-timers excludes part-time

- faculty
3. indefinite or unclear
 4. yes, limiting policy with part-time faculty based on FTEs and/or student enrollment demands: _____%
 5. part-time faculty are hired after student demand is determined, but specific assignments are made only after teaching schedules for full-timers are finalized
 6. part-time faculty are hired only to teach specific sections or courses that cannot be handled by full-time faculty
 7. limiting policy with _____% limit placed on hiring of part-timers in proportion to full-timers
 8. other limits: _____
- remarks _____

III. INSTRUCTIONAL SERVICES FOR PART-TIME FACULTY

22. Office Space

1. no policy indicated in contract for full or part-timers
 2. policy for full-timers excludes part-time faculty
 3. indefinite or unclear
 4. yes, space provided
 5. other _____
- remarks _____

23. Parking Facilities

1. no policy indicated in contract for full or part-timers
 2. policy for full-timers excludes part-time faculty
 3. indefinite or unclear
 4. yes, part-time faculty eligible for space
 5. other _____
- remarks _____

IV. COMPENSATION FOR PART-TIME FACULTY

24. Salary Basis for Part-time Faculty

1. no policy indicated in contract for full or part-timers
2. policy for full-timers excludes part-time faculty
3. indefinite or unclear
4. salary schedule based on academic rank, experience, and highest degree held (same or similar to full-time faculty)
5. flat rate per credit or semester/quarter hour _____
6. flat rate per contract hour _____

7. pro-rated to full-time load
 8. rate based on seniority or length of service
 9. per course, flat fee: \$_____
 10. combination of #_____ item above and cost of living increases to \$_____
 11. other_____
- remarks_____

V. AGENCY FEES AND MEMBERSHIP FOR PART-TIME FACULTY

25. Union Security

1. no policy indicated in contract for full or part-timers
 2. policy for full-timers excludes part-time faculty
 3. indefinite or unclear
 4. fees required, but no membership required (agency shop)
 5. fees required, membership required (union shop)
 6. voluntary payment of dues
 7. other_____
- remarks_____

VI. FRINGE BENEFITS FOR PART-TIME FACULTY

26. Eligibility for Fringe Benefits

1. no policy in contract for full-time or part-time faculty
2. policy for full-timers excludes part-time faculty
3. indefinite or unclear
4. yes, part-time faculty are eligible at least partially for fringe benefits (as defined part-time by the recognition statement)
5. yes, part-time faculty are eligible, at least partially for fringe benefits (as redefined and limited by those part-timers eligible for a particular benefit, beyond the definition given in the recognition statement) definition of part-time given for eligibility:_____
6. other_____

27. Eligibility for Health or Medical Insurance

1. no policy in contract for full-time or part-time faculty
2. policy for full-timers excludes part-time faculty
3. indefinite or unclear
4. yes, eligibility premium pro-rated for part-timers
5. yes, eligible and institution pays partial premium for part-timers
6. yes, eligible and institution pays full premium

7. eligibility limited to certain types of part-timers defined differently from recognition unit definition: (specify): _____

8. yes, eligible and individual pays premium

9. other _____

remarks _____

28. Eligibility for Medical Disability

1. no policy in contract for full-time or part-time faculty

2. policy for full-timers excludes part-time faculty

3. indefinite or unclear

4. yes, eligibility premium pro-rated for part-timers

5. yes, eligible and institution pays partial premium for part-timers

6. yes, eligible and institution pays full premium

7. eligibility limited to certain types of part-timers, defined differently from the recognition unit: _____

8. yes, eligible and individual pays premium

9. other _____

29. Eligibility for Life Insurance

1. no policy in contract for full-time or part-time faculty

2. policy for full-timers excludes part-time faculty

3. indefinite or unclear

4. yes, eligibility premium pro-rated for part-timers

5. yes, eligible and institution pays partial premium for part-timers

6. yes, eligible and institution pays full premium.

Eligibility limited to certain types of part-timers, defined differently from the recognition unit: _____

7. yes, eligible and individual pays premium

8. other _____

remarks _____

30. Eligibility for Sick Leave Without Pay/With Pay

1. no policy in contract for full-time or part-time faculty

2. policy for full-timers excludes part-time faculty

3. indefinite or unclear

4. yes, eligible with pay

5. yes, eligible with pay, if pro-rated

6. yes, eligible without pay

7. definition of part-timers eligible (if difference from unit)

8. other _____
remarks _____

31. Eligibility for Personal and/or Professional Leaves
of Absence With/Without Pay

1. no policy in contract for full-time or
part-time faculty
2. policy for full-timers excludes part-time
faculty
3. indefinite or unclear
4. yes, eligible with pay
5. yes, eligible with pay if pro-rated
6. yes, eligible without pay
7. definition of part-timers eligible
(if different from unit):

8. other _____
remarks _____

32. Eligibility for Sabbatical Leaves

1. no policy in contract for full-time or
part-time faculty
2. policy for full-timers excludes part-time
faculty
3. indefinite or unclear
4. yes, eligible with pay
5. yes, eligible with pay if pro-rated
6. yes, eligible without pay
7. definition of eligibility _____

8. other _____
remarks _____

33. Eligibility for Maternity Leave

1. no policy in contract for full-time or
part-time faculty
2. policy for full-timers excludes part-time
faculty
3. indefinite or unclear
4. yes, eligible with pay
5. yes, eligible with pay if pro-rated
6. yes, eligible without pay
7. definition of eligibility _____

8. other _____
remarks _____

34. Eligibility for Retirement Program

1. no policy in contract for full-time or
part-time faculty
2. policy for full-timers excludes part-time
faculty
3. indefinite or unclear

- 4. yes, eligible with pay
- 5. yes, eligible pro-rated
- 6. definition of eligibility: _____
- 7. other _____
- remarks _____

35. Eligible for Reimbursement of Instructional Travel
Travel Expenses (extension teaching, conventions, etc.)
- 1. no policy in contract for full-time or
 part-time faculty
 - 2. policy for full-timers excludes part-time
 faculty
 - 3. indefinite or unclear
 - 4. yes, eligible
 - 5. yes, eligible if pro-rated
 - 6. definition of eligibility: _____
 - 7. other _____
 - remarks _____

36. Other Personnel Policies Affecting Part-Time Faculty
- 1. no further policies included in contract for
 part-time faculty
 - 2. additional policies listed below
- _____
- _____

Note: This coding instrument was developed by D. Ikenberry
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